SOCIAL CONSTRAINTS OF WOMEN INVOLVEMENT IN MANAGEMENT LEVEL OF COUNTY FUNDED GRASS-ROOT COMMUNITY WATER PROJECTS IN MAKUENI COUNTY, KENYA

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DECLARATION

Declaration by the student

I declared that this dissertation bears my own originality and has not at any one time been submitted to any institution for academic or any other award whatsoever.

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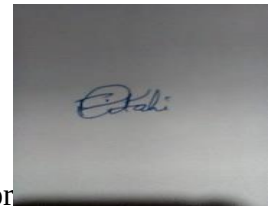
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LIST OF ABBREVIATION

CEDAW: The Convention of Discrimination against Women

EEOC: Equal Employment Opportunity Commission

GAD: Gender and Development

GEP: Gender Equality Plan

GWP: Global Water Partnership

ILRF: International Labour Rights Fund

IWRM: Integrated Water Resources Management

KIHBS: Kenya Integrated and Household Survey

MDG: Millennium Development Goals

M&E: Monitoring and Evaluation

MoE: Ministry of Education

PSMA: Participatory Social Movement Approach

SDG: Sustainable Development Goals

SPSS: Statistical Package for Social Science

UN: United Nations

UNDP: United Nations Development Program

UNESCO: United Nations Educational Scientific and Cultural Organization

UNICEF: United Nations International Children's Emergency Fund

USA: United States of America

USAID: United States Agency for International Development

WAD: Women and Development

WID: Women in Development

ABSTRACT

Literature has it that for any national or local project to succeed, community members must be included not only in all levels of development but also the management level where key voices are aired, major decisions made and resources distributed. In response to gender inequalities, many third world countries amended their constitutions and policies to address these issues. While much progress has been realized, research shows that in community development projects, women are not fully involved in senior management positions. The goal of this study was to investigate constraints influencing women's involvement in the management levels of county-funded grass-root community water projects in Makueni County. A case study was done in Makueni County on on-going projects in eight county wards. This study was guided by the following specific objectives: To investigate the influence of cultural constraints; social constraints; and top-down organizational structure constraints in women involvement in the senior management levels of county-funded grass-root community water projects in Makueni County. The study was conducted through a descriptive survey study. The target population comprised of 441 management board members who were assigned to manage individual county-funded grass-root community water projects in the county. A sample size of 132individuals within eight wards was brought about by the use of systematic sampling. This study used a structured questionnaire tool for data collection. Descriptive data analysis was employed where frequency distribution tables and percentages were used as data analysis tools. The descriptive statistics used included means, standard deviation, frequency, and percentages. The data collected was summarized and categorized in frequency distribution tables. In addition, the analysis was done using MS Excel spread sheets for initial tabulation analysis and drawing of charts based on the responses. The data was analysed and organized into themes relevant to the study and analysed using Statistical Package for the Social Sciences and Microsoft excel (SPSS). The study established that cultural constraints such as mobility restrictions, gender stereotypes, and sex discrimination had a great influence on the women's involvement in the management of county-funded community water projects. Further, in-service empowerment moderately influenced the women's involvement in the management of county-funded community water projects. Also, monitoring and evaluation influenced women's involvement in the management of county-funded community water projects to a moderate extent The study concluded that cultural constraints had the most significant impact on women's involvement in the management of county-funded grass-root community water projects in Makueni County, followed by social constraints, then top-down organizational structure constraints. The study recommended that the government should provide education and awareness, training, and capacity building to grass-root communities in water management. The study suggested that the local community should be empowered through education so that it can fully participate in the management of water projects.

CHAPTER ONE
INTRODUCTION

1.1 Overview of the Chapter

This chapter presents the background the study, statement of the problem, general and specific objectives. It also covers the research question, hypothesis, and justification of the study, research assumptions, the scope, and limitations of the study.

1.2 Background

Water management in a county-funded grass-root community project is a gendered agenda. In support of this argument, Zwarteveen and Bennett (2005) observe that a water management gendered analysis shows that rural water resource projects are virtually flawed when the role of grass-root community women is left invisible. They assert that women from the grass-root community have needs that need to get voiced out by them being at the management level. This results in a comprehensive planning, effective projects and significant gains for women, their households and the community as a whole. This is also supported by Waal (2006) who observes that there is a link between gender concerns and goals of community development projects hence calling for attention in water gender perspectives. Further, he argues that decisions made at the management level must factor a women's voice and equitable resources sharing. As a result, gender perspectives are not only made visible but also women gain their rights and play their responsibilities and experiences meaningfully in their own lives. Further, the grass-root community water projects attain efficiency, accountability and sustainability.

For instance, a report by Trivedi (2018) detailed how in 1980, the government of Malawi sought to offer piped water to grass-root community in 50 districts. In the initial stages of this project, men made up 90% of the management boards from the National to the local level. After a short while, those men left the village to urban centres for paid jobs. The water project came to a standstill with no one left to manage it. As a result, the government sought to involve grass-root community women in the management boards. The project was sustained by the women for a long period. Research conducted by a World Bank evaluation (2017) in 122 water resources management projects showed that projects which included women at the management level were 6-7 times more effective and efficient than those which did not.

Involvement means an act of being in an active process through which each stakeholder influences and controls the development project initiative, decisions, and available resources

that affect them (World Bank Group, 2017). Mulwa (1985) supports this argument and contends that involvement is a participatory alternative approach to gender equity in grass-root community projects. Further, this was an alternative approach to the top-down dominance approach of development. Involvement approach is a participatory down-up approach that calls for marginalised women to use the management space to share their voice. Grass-root community organizing for community development water projects entails offering a platform for both men and women to not only be involved in the entire development process but also at the management level. According to Meslin and Moser (2010), this development gender cycle process commences with adapting the gender perspectives and terminologies, putting a policy in place, and implementing those policies. In analysing gender mainstreaming in most institutions and organisation, Meslin and Moser (2010) observe that most institutions have adopted the terminologies and put a gender policy in place. Nevertheless, during the time of implementation, gender policies remained largely unknown.

Cohen and Hogan (2018) boldly suggested that the current water crisis in many countries was from leaving out grass-root community women water management. In 2014, evidence shows that grass-root women representation in research, planning and application-level of community development had improved but women continue to be underrepresented in water management boards (Trivedi, 2018). This is affirmed by a report given by the United Nations (2018) that 17% of grass-root community women serve in water projects at research, planning and implementation level. Also UNDP (2016) affirms that women were underrepresented in water management and governance with 7% of all ministers at the governance level being women.

In 2019, the World Bank Group reported that women are significantly underrepresented in water management level due to social and cultural norms, inadequate human resource policies and unwelcome work environment (World Bank Group, 2019). Therefore, this current research seeks to research on how cultural, social, and top-down organizational structure constraints influence women's involvement in the management level of county-funded grass-root community water projects in Makueni County**.**

Cultural constraints that affect women involvement in project management level include mobility restrictions, sex discrimination, gender stereotypes and implicit biases. Women struggle with mobility restriction constraint due to children and household roles and responsibilities. In sex discrimination, men and women must adhere to traditionally defined roles and respon-

sibilities. Further, salaries are paid based on gender, and persistent sex harassment in exchange for promotion or high position appointments always influence the choices women make for or against those positions. Due to gender stereotypes, women shun of from public management roles and remain trapped into traditional women roles. Implicit bias affects how men and women judge women's competencies for practice in leadership roles.

Further, some of the social constraints which influence women representation in grass-root community project management level are education levels, skill development, in-service empowerment and leadership experience. While research shows that there is a remarkable improvement in girl-child education in Kenya, the primary school level is not enough for women to be involved in community management boards. Also, skill development enables women to engage in economic activities for their livelihoods and to gain the ability to serve in all levels of grass-root community development processes and management positions. According to the global Institute of Women Leadership (2019), women empowerment is an on-going training whereby women are offered practical skills, confidence, exposure, and independence which they need to increase their power to control and make decisions over their own lives. The underperforming of women in management levels of community development projects can be strengthened by embracing leadership and management skills that emerge from the complexities of social-cultural, educational backgrounds, religion and language.

In addition, top-down organisation constraints exist within the community development organization practices. Most projects and organizations show gender oppression through organizational structures, processes and practices. These harmful gender inequality policies are enacted within the human resource department affecting the employment, empowerment, remunerations and promotions of men and women. Therefore, it is essential to examine how employment policies, employment procedures, male domineering attitudes, and monitoring and evaluation tools influence women’s employment and performance at the grass-root community project management level.

This study was informed by two major theories, namely Gender and Development (GAD), as well as gender mainstreaming theory and practice. Gender and Development (GAD) promotes empowerment approach and paves the way for participatory approaches to community development as well as gender mainstreaming at the political, social and community projects level. Gender Mainstreaming Theory is a theory that leads to gender analysis and revision of

gender key concepts so that the world grasps a world that is gendered rather than establishing a gendered theory. In practice, gender mainstreaming is intended to improve gender policies and perspectives by making them visible in order to achieve gender equality and transform grass-root communities.

1.3 Statement of the Problem

The importance of involving grass-root community women at the water management resource level has been recognized at a global level. For instance, the United Nations water conference (1977) and the international water and environment conference (1992) in Dublin affirmed the central role of women at the water resource management level. In addition, agenda 21 in establishing the International Decade for Action- Water for Life 2005-2015 called for women involvement in water development efforts at all levels (UN Women, 2016).

First, the above-named conferences argued that women involvement at the water resource management level improves equitable access to a water supply. In 2013, the global water institute estimated that 700 million people globally could be displaced due to intense water scarcity (Global Water Institute, 2013). In 2017, UNICEF observed that by 2040 one in every four of the world's children under the age of 18 shall be living in extremely high-water stress (UNICEF, 2017). Further, in 2018, the United Nations observed that there were 2 billion people in various countries experiencing high water stress (UN, 2018). Therefore, gender mainstreaming at the water projects management level enhances equity in the sharing of water resources. This argument is supported by UN water who argues that gender roles, responsibilities, and priorities shape how water resource is allocated, and used (UN Water, 2006). For instance, research conducted by UNDP in Asia and Africa on 44 water projects showed that grass-root community women involved in water management not only shaped water policies, institutions and communities that made use of that water but also they shared water more equitably than men do especially during water scarcity (Trivedi, 2018).

Secondly, the water conferences argued that involving women in water management boards would ensure equitable access to water for agricultural produce. UN water (2006) affirms that grass-root community women produce 60-80 percent of community food. This is also supported by Makueni county integrated report 2018-2022 that 80% of the country farming activities are done by women. Further, women have a great role in establishing effective, efficient, and sustainable use of water resources in small scale farming in terms of offering protection and management (UN Water, 2006).

Research shows many third world countries have introduced gender policies and measures aimed at increasing women's involvement in water management boards. As a result, progress in addressing the gender gap has been noted in countries like Uganda, Tanzania and South Africa that have adopted national water policies aimed at increasing women at the water management level (Thompson & O'Dell, 2017). In Uganda, the minister of water spearheaded the formation of five-year water management strategies which prioritized gender mainstreaming (Trivedi, 2018). Nevertheless, Afulabi (2017) observes that in theory, most of the country's constitutions are sound and reflect no gender bias; while in practice, women are underrepresented in meetings where decisions are made and resources are shared. Above all, they do not get their chance to fight for their representation. Also, he adds that women remain invisible in structures that lead to employment.

Due to the high population and climate change effects, Kenya continues to suffer low water supply across the country. In fact, recent research shows that grass-root community water supply coverage is at 52%. With a future estimate that less than a quarter of Kenyan population will have a water supply by 2025 (Charity water, 2020). In 1990, the government of Kenya set a strategy that was to supply water in every household by 2000. By 1999, the ministry of water had laid up policies with a legal framework for water reforms. This led to the water Act 2002 that addressed challenges that were faced at the management board level. In it, they embraced the grass-root community participatory approach since they believed community involvement would promote guaranteed sustainability of any water projects (Biamah, 2012). Part of the water policies entailed gender equality in grass-root community projects at all levels. Research conducted over two decades showed that gender equality at the water management board would increase healthy governance, transparency, and accountability of water supplies (UNDP, 2014).

Makueni County is an arid and semiarid area with scarce water supply. The county receives 45.3% of the total required water across the county. While the county requires 40,794m^3 per\day of water, they only receive 18490m^3 per day with 17.7% of the households receiving piped water as 36% of its residents receive water from an improved water source (Makueni County, 2019). This implies women and children from the grass-root community are most affected. Many of them walk 8 kilometres to and from water sources in search of water. That is why women's involvement in grass-root community water projects management is critical.

Cultural, social, and top-down organizational structure constraints were some of the main catalysts for low women representation at the management of county-funded water projects in Makueni County. The solution to the problem, therefore, lies in breaking the social, cultural, and organizational barriers. This will ensure that women are equally involved not only in the project's identification processes but also in the actual planning, design, construction of water supply structures, as well as in the overall water resource management activities. Therefore, the proposed research seeks to investigate how cultural, social, and top-down organizational structure constraints influence women involvement in the management levels of county-funded community water projects in Makueni County.

1.4 Objectives of the Study

1.4.1 General Objectives

The goal of this research was to investigate constraints to women involved in senior management levels of county-funded grass-root community water projects in Makueni County.

1.4.2 Specific Objectives

This study was guided by the following specific objectives:

i. To investigate the influence of cultural constraints in women's involvement in the senior management levels of county-funded grass-root community water projects in Makueni County.
ii. To establish the influence of social constraints in women's involvement in the senior management levels of county-funded grass-root community water projects in Makueni County.
iii. To evaluate the influence of top-down organizational structure constraints in women involvement in the senior management levels of county-funded grass-root community water projects in Makueni County.

1.5 Research Questions

This study was guided by the following research questions:

i. How does cultural constraint affect women's involvement in the senior management levels of county-funded grass-root community water projects in Makueni County?
ii. How does social constraint impact women's involvement in the senior management levels of county-funded grass-root community water projects in Makueni County?

iii. How do organizations' structure constraints influence women's involvement in the senior management levels of county-funded grass-root community water projects in Makueni County?

1.6 Justification of the Study

The study aimed to generate reliable data and information that would serve as the basis of co-opting relevant measures that promote grass-root community women's involvement in management-level positions. The National and County governments acknowledge that the participation of women in management processes at all grass-root community projects is the only way to tackle and reduce poverty. Nevertheless, project managers still struggle with cultural, social, and top-down organizational structure constraints, which continue to slow down their effort to increase women's involvement in management positions. As a result, Women's voice and representation are left out when decisions are made, and women fail to benefit from resources that could address their needs and issues.

Therefore, this study would offer advice to county and local government policymakers, non-Profits and stakeholders on how to ensure that women are provided an equal opportunity in acquiring the benefits of community development projects. Women should be integrated in every project as beneficiaries and shapers of the project and as a result, women shall improve their livelihoods. Also, the study findings would advise all project stakeholders and policymakers on how to use practical participatory approaches to county-funded community water projects and activities. This could be done through engaging project beneficiaries into the project process, involvement, and ownership as well as how to tackle male social discrimination and oppressive attitudes. Moreover, the study would promote organizational structure, policies and practices that increase women's participation in projects. Lastly, the researcher aimed to document the outcome of this study to keep other researchers, organizations, and scholars informed on the progress and gaps in grass-root community organizing on matters of gender equality in managing projects and programs.

1.7 Research Assumptions

Throughout the study, the researcher assumed that all respondents offered accurate, sincere, correct, and valuable information that give the researcher valid and useful data. The study concluded that each respondent would be available and cooperative during data collection activities. Further, it was assumed that all respondents' values, attitudes, and behavior have a significant influence on gender discrimination and roles in the involvement of women in the

management levels of county-funded community water projects in Makueni County. Through this research, the government and the local community would be encouraged to offer training, empowerment, recruitment, and employment of women from within the targeted population in management positions of community projects. This study assumed that all factors were held constant apart from stakeholders' involvement, project management skills, and political goodwill.

1.8 Scope of the Study

The dissertation scope investigated how cultural, social, and top-down organizational structure constraints influence rural women's participation in high-level management boards of community development projects. As a result, concerned stakeholders would transform existing perceptions, policies, and processes into gender-sensitive ones. Further, they would include the principle of inclusion and participation of women in leadership boards for economic growth and poverty eradication in our country. The study was carried out in county-funded water projects in Makueni County, Kenya. The study evaluated men and women who work in various water projects management in Makueni County

The research focused on water projects since they were projects where women should be more involved as it had much impact on them and are the primary beneficiaries. The projects touched on five sub-counties with 67 current projects in number. This research determined if social, cultural, and top-down organizational structure constraints influence women participation in high-level management boards of the project. An assessment of how top-down organization structures, processes, and practices were used to select participants considering gender equality policies. The research collected data from the stakeholders to determine the number of women that were on these boards. This research did not cover all projects sampled in Makueni County.

1.9 Limitation of the Study

The first limitation was about the authentication of the information received from each respondent. It was worth noting that the respondents were skeptical and thus reluctant to provide information and perceptions regarding social discrimination, employment policies, and procedures as well as their education levels. While some attempted to conceal crucial information, others were shying away from responding to the questionnaire. The researcher overcame fear and assured them of confidentiality and the fact that this research was being conducted for academic purposes. The second limitation was that the respondents gave evasive

answers. To overcome this, the researcher had them fill the questionnaires anonymously to enhance confidentiality. The final limitation was about the sample size and the generalization of the findings. In it, different respondents from different communities had different views on how women are involved in water community projects. Every individual had a variety of perspectives on gender mainstreaming in those projects. The study was confined to men and women in water management board level in 49 water projects across 8 sub counties in Makueni County

1.10 Delimitation of the Study

The respondent's involved in the study comprised of men and women who are currently serving in water management boards and human resource managers in 8 Makueni county wards namely Makindu, Kathozweni, Mavindini, Wote, Nzauwi, Emali, Kalawa and Kikumini. Each of these counties had several water projects management by county ward water management boards. This was so because these are dry areas with many county water projects that targets the marginalized social groups mainly women.

1.11 Definition of Terms

Gender: This is the difference in roles rights and responsibilities of men and women and the relations between them. Gender is not merely a biological difference between men and women. But much more, gender is the way men and women's qualities, behaviour and the identities are determined through the process of socialization (UNDESA International Decade for Action 'Water for Life' 2005-2015, 2020).

Discrimination: This is any distinct exclusion or restriction made based on the sex of human rights or fundamental freedom in the political, social, cultural, civil or any other field (UN Women, 2014).

Gender Parity: This term denotes an equal number of women and men participating or benefiting from a project or intervention (Waal, 2006).

Gender Equality: This term refers to women having the same rights responsibilities and opportunities in life as men, including the ability to participate in the public sphere and equal access to, control over and use of services and resources. It assumes that once the barrier to participation are removed, there is a level playing field (Waal, 2006; UN, 2018).

Grass- root Community organizing: This is the group of people living together with common goals, attitudes, and interests in each geographical location, and have common characteristics including language, values, and status. They are encouraged to use self-organization

to mobilize themselves and take responsibility and action for themselves. Their goal is empowerment, capacity building, planning, partnership, and sustainability (Kelley and Tullio, 2006).

Community development: This is the process of supporting the community to identify their own needs, as well as resources, and use them to address their individual basic needs (United Nations, 2016).

Constraints: These are limitations or restrictions that serve as obstacles to achieving something (Mirriam-Webster English Dictionary)

Development Process: This is the process of empowering people by including them at every stage of the development project namely research, planning, implementation, monitoring and evaluation (United Nations, 2016)

Social Exclusion: This is the state of multiple deprivation or lack of participation in key aspects of society and also the process leading to participation (Dorsner, 2014)

Gender Equity: This is the art of treating men and women with fairness according to their respective needs (Pavlic and Ruprecht, 2000)

Marginalization: This is to put or keep someone in a powerless or unimportant position within society or group (Mirriam -Webster English Dictionary, 2020). It is a form of acute and persistent disadvantaged people groups rooted in underlying social inequalities such as women, indigenous people, and individuals with disabilities, street children, poor households, ethnic minorities, rural populations and informal settlements (United Nations , 2018).

1.12 Chapter Summary

In this chapter, the background and statement of the problem, the general and specific objectives were discussed. Further, the research questions, justification of the study, research assumptions, the scope, and limitations of the study were also dealt with.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter, the researcher analyses the previous research and writing that has already been covered on constraints influencing women's involvement in the management level of grassroots community projects. The chapter also expands and explains the gaps that still lie unattended from the conceptual framework. A review of the essential theoretical framework upon which this research is founded is also dealt with.

2.2 Theoretical Review

This study adopts and discusses two theories that serve as the basis for the study concepts. They include Gender and Development Theory (GAD) and Gender mainstreaming theory. The theoretical framework identified in this dissertation bring out how the social, cultural, and top-down organisation structural constraints that influence gender equality at the water management level can be dealt with. GAD and Gender mainstreaming theory seeks to explain gender analysis at the organization level and the strategy to comprehensive application of those gender policies in institutions to achieve gender equality and transform grass-root communities. Both theories embrace participation and involvement of down-up approaches as the means to mainstream women in the grass-root community project. These theories were used to explain social, cultural, and top-own organizational constraints as some of the major causes constrain that influence gender inequality as founded in capitalist, patriarchy, and traditional roles. Further, they explain how to deal with those constraints to promote gender analysis and perspectives in organisations.

The greatest limitation of GAD and Gender mainstreaming theories is that post-colonial feminists and development practitioners have questioned how its principles emerging from the "western eye" through United Nations bodies into the third world countries would be applied and lived fully by the grass-root communities in African countries (Mohanty, 1988). United Nations organization use a top-down approach to endorse to the third world grass-root communities' participatory approaches in community projects. This is one of the greatest challenges that has been met by grass-root communities in Africa and continue to be a setback to gender mainstreaming in third-world countries. True and lasting gender inequalities should

emerge from grass-root communities and not imposed by European American people in ideas and donor funding (Kamran, 2017). The first world countries have tendencies to universalize all forms of gender inequalities they face in their own lives. They tend to ignore the crucial women's differences from various nationalities, ethnic communities, and religious backgrounds. Therefore, Kamran (2017) recommends that: it is important for all grass-root community development practitioners to embrace social, cultural. Political and historical context of any given community. Further, it is crucial to try to ignore any colonial lens even when project donations are largely from the first world. In addition, Critical analysis of patriarchal and capitalists impacts in any grass-root communities ought to be done within the context of specific cultures thus embracing diversity.

2.2.1 Gender and Development (GAD)

Gender and Development (GAD) emerged as a response to the limitations of earlier attempts of feminist development theory and practice in Women in Development (W I D) and Women and Development (WAD). A group called Development Alternatives with Women for a New Era (DAWN) developed this new paradigm in early 1985 in Nairobi, Kenya. GAD called for more attention to the collective voices and experiences of grass-root community women, collective action, focus on gender roles and relations, culture and social inequalities. Proponents of GAD seeks to have those active women voices heard where decisions are made and resources are shared hence women becoming visible in the public sphere (Jaquette, 2016). Their concern was coming up with a woman developed approach that recognized the importance of global and gender inequalities (Sen & Grown, 1987).

Gender and Development theory followers acknowledge that women are affected by patriarchy and capitalist ideologies in their communities at the local, national, and household levels. In response, they seek to challenge both male dominance and capitalists. GAD theorists are not just concerned with how women are assigned specific roles, responsibilities, and expectations rather they welcome the potential contribution of men who share concerns for issues of equality and social justice (Young, 1993). They do not just focus on the single productive and reproductive aspect of women and men's lives separately. Rather the approach seeks an analysis of the women's nature within the context of community and work done inside and outside the households without undervaluing the work of women in the family (Parpart, 1993).

GAD theorists call for equitable development and women's full participation, the participation of the state in promoting women emancipation, taking it as their duty to offer social services to women to enhance women involvement in projects (Jaquette, 2016). They urge organizations to embrace holistic, the transformation of gender equality approach through women empowerment in all aspects, structural change, power shifts, reforms of gender policies, and application of specific gender intervention strategies for sustainable development (Brenner, 2009). The approach questions the underlying assumptions of social, cultural, organizational, economic, and political to ensure that women are integrated into the community's ongoing development project (Rathgeber, 1990). As a result, they make women create their improvements with lasting and sustainable change.

2.2.2 Gender Mainstreaming Theory

Gender mainstreaming is an international gender equality theory and practice. The theory originated from the international development policies adopted by the United Nations at the 1995 conference of Beijing. Later, it was taken by the European Union and its member state (UN Women, 2014). This dissertation adopts the 1997 agreed conclusion of ECOSOC which defines gender mainstreaming as "the process of assessing the implication for women and men of any planned action including legislation, policies or program in all areas at all levels. It is a strategy for making women's and men's concern and experiences an integral dimension of the design, implementation, monitoring and evaluation and men benefit equally and inequality is not perpetuated. The goal is to achieve gender equality (UN Women, 2014). As a theory, gender mainstreaming entails reinvention, restructuring and re-branding of a key part of feminism in the contemporary era. It is a process of revision of key concepts to grasp more adequately that the world is a gendered and not separate gender theory. In practice gender mainstreaming is a process whose goal is to attain gender equality (Walby, 2005). It is a practice of making visible the way gender relations are significant in institutions practice where they had been made irrelevant and marginal. Its focus is geared at facilitating the implementation for both gender equality and improvement of the mainline gender policies.

Therefore, proponents of this theory recommend the following be done to promote gender equality at the management level of any grass-roots community development project: First, integrate gender equality policies and perspectives in the mainstream of any organization. Secondly, engage in reorganization, improvement and development evaluation of the gender policy process using political and technical techniques (Walby, 2005). Finally incorporate

ordinary actor and gender expertise in gender policy review, challenging male bias and gender discrimination and in confronting social, cultural and organisational barriers. As a new strategy, many development practitioners have misunderstood it. It is important to note that gender mainstreaming is not meant to replace traditional gender equality policies but to complete it, making gender equality viscible.it is not narrowed to women alone but it references men and women as well (Waal, 2006). Further, gender mainstreaming theory is highly useful for monitoring and evaluation tool for it builds evidence that offers informed and strategic decisions in the organisation in relations to gender policy review and implementation. This theory promotes better development planning and interventions for it brings out what works and what does not work. It holds institutions Accountable for their commitments to gender equality (UN Women, 2014)

2.3 Empirical Review

This part dealt with testable research that there is in line with constraints influencing women's involvement in the senior management levels of county-funded community water projects in Makueni County. The first part shall deal with how women are involved in the management of grass-root community water projects. This shall be followed by social, cultural and top-down organizational structure influence on women involvement in Management of grass-root community water projects.

2.3.1 Women Involvement in Management of Grass-root Community Water Projects

The Kenyan government has always strived to have women participate in the management of community development projects. Over the years, it has continued to commit herself to the removal of all forms of political, social, cultural, and economic discrimination against women. The government has fully supported international gender declarations and conventions among them the Universal Declaration of Human Rights (1979), Convention of Elimination of all Forms of Discrimination against Women C.E.D.A.W (1979), "Beijing women Declaration and Platform for Action (1995)", Dakar Framework for Action on Education for All (2000), Millennium Declaration Goals M.D.Gs (2015), and Sustainable Development Goals S.G.Ds (2030).

While these bodies have widely and deeply influenced the development projects in third world countries, it is worth noting that they emerged from first world countries with their limitations. For instance, MDGs are defined with a top-down approach making them very narrow in their goals. Also, SDGs and MDGs are not clear on the gender policies and how they

can be achieved within the stated goals and targets. Some scholars prefer SMGs than MDGs. While both are drawn for large decades, SDGs are better for they try to address key structural constraints (Kabeer 2010). Nevertheless, both are hard to achieve without a strong monitoring and evaluation mechanism that offers aggressive accountability in the implementation processes (Razavs, 2016).

The 2010 Kenya Constitution and the Kenya vision 2030 has been spearheading a-third gender rule in all positions across the country. As a result, there has been a remarkable increase in women in political elective and appointment positions. Nevertheless**,** the National and County Governments cannot account for the number of grass-root community women who are involved in management positions of community development projects. While legislative elective seats for women at the national parliament grew from 4 seats in 2000 to 22 seats in 2018, women's involvement in water management level at grass-root community-level projects is not known.

For instance, In Makueni County, where our case study will be drawn, Kenya Integrated and Household Survey (KIHBS) 2018 report has it that 64.3 % comprises of grass-root community poor women. Research shows that 80% of the activities in the county are managed by women who provide labour and protection. Nevertheless, men serve at the top management level of all the grass- root community projects, and women are underrepresented in those positions. Female participation in Makueni County in economic activities now is at 54.7% compared to men's 70.9%. This percentage covers women who serve at the Volunteer and work level of the project and very few or even none-serving at the management level (Third County Integrated Development Plan 2018-2022).

In Kenya, grass-root community women's involvement in the management of county-funded water projects at the grass-root community organizing is perceived as part of their domestic roles. Women are primarily responsible for the construction of water reserves and dams. Usually, this type of community work is a volunteer engagement performed at a time of their convenience. Due to this perception, grass-root community women are underrepresented from decision making water management boards. As a result, water needs are not addressed promptly for their voice concerning the same is not heard. Further, discontentment and gender disparities continue to be experienced across the community.

A research carried out by Kisumbi, Omboto and Nassiuma (2015) Moi University, Kenya researched on the role of citizen participation in the sustainability of water projects in Makueni County. When respondents from the grass-root community organizing were asked if they have existing Water management boards with their representation in it, the majority 60% of the respondents said no. In 2018, most grass-root communities called the current county government to prioritize water projects for their livelihoods including household use, livestock, and agricultural farming. The government set billions of Kenyan shillings for water projects which have since picked up. During the same period, Kisyula (2018), the water management board chairman, sought to dissolve all existing water management boards and reconstituted new ones for efficiency (Makueni County, 2018).While the overall grass-root community women participation in management boards stand at 54.7% and men at 70.9% the county hopes to strengthen its gender equality policies and implementation for the result, it is not clear what percentage of women serve in this current water management boards and the impact they have in it.

Makueni County government supports this argument. It argues that poverty is most severe among women due to gender inequality where women are isolated in essential economic services and left out in the decision-making arms of any project. Further, it confirms that women provide cheap labour, manage community development activities but fail to have a hand or power to make decisions in productive assets and resources. It argues that rural-based activities in Makueni have remained low due to women's positions in the family and community. Makueni County Government confirms that its major weakness in the county in economic development is non-recognition and representation of grass-root community women in significant forums and county management committees where major decisions concerning projects and resources are made. It affirms that the significant reason for this is estranged social-discrimination, low level of education, as well as organization constraints (Third County Integrated Development Plan 2018-2022).

Literature has it that research has been documented on grassroots community women's involvement in community development in general. Laboso (2014) wrote research on factors influencing women's participation in community-based projects. By 2018-19, most counties had women engage in projects. Even though research shows that women serve in research and implementation levels of community projects; women are underrepresented in management positions. There is no known research or data in Kenya to substantiate this belief.

Therefore, this is an open area of study to address this continued problem. Social, cultural, and organizational constraints serve as some of the most significant limitations in grass-root community women's involvement in management positions of community projects.

Research shows that various studies have been carried out concerning the constraints of women involved in community development projects. For instance, Thomas (2017) did research on "factors influencing the sustainability of rural community development projects based on a case of Kilungu Sub-County, Makueni County, Kenya". Also, Wambu, Openda and Kinuthia (2016) examined a paper on "the influence of land Tenure on gender participation in the management of water projects in Njoro Sub-County," Nakuru Kenya. However, none of the studies focused on the influence of social, cultural, and top down organization constrains on county-funded community water projects.

Svahun (2011) conducted research in Ghana on women's role and participation in water supply management: A case study of the Republic of Ghana. Her work was mainly on social-cultural and economic challenges that make women not participate in water supply management. This entails the management of household membership, water charges and bills, borehole management and maintenance, and equity in water distribution. Nevertheless, research on women's involvement in the water project management level was left untouched. Further, Njiriri (2018), conducted a thesis on women's role and participation in water management: a case study of Kaiti watershed in Makueni County. Her study was based on the success and failures associated with watershed program in Kenya. She sought to examine the nature of women's participation in Watershed projects. This is different from this dissertation's focus for it seeks to determine some of the constraints that influence women's involvement in the water management level of community projects.

2.3.2 Cultural Influence on Women Involvement in Management Level of Grass-root Community Projects

USAID (2018) observes that Kenyan women represent 51% of the Kenyan population. While USAID is first-world body, it is assumed that its research is credible and reliable. This percentage shows that the ideal men to women representation ratio in the management level should stand at 50: 50. Nevertheless, women representation in management positions has not even hit the third gender rule target in the urban and public sector. This argument tells us that women have persistently been underrepresented in management positions of grass-roots

community development projects. This is because, throughout the years, there have been slow changes to discrimination, societal attitudes, and cultural practices that affect the way men and women develop a willingness of women to be involved in management positions. Some of the cultural constraints include women mobility restrictions, Sex discrimination attitudes, negative Stereotypes, and implicit biases.

Schultz (2016) observes that women with childcare responsibilities have more mobility restrictions. This is also supported by Bensahel and Barno (2015) who argues that parenthood and career flexibility affect the retention of women in the management level of projects. For instance, they discuss random research conducted on men and women about being laid off because of parental and childcare responsibilities. The report showed that 8% of men felt strongly that they would be laid off while 16% of women thought they would be laid off if they were pregnant or had their little children's concerns at home. This is twice as much as men and thus gender bias is portrayed when women seek promotions to management boards. According to Byron and Roscigno (2014) women are more disadvantaged in organisational structures and their culture due to gender assumptions concerning childcare, pregnancies, power, patriarchy and promotions to management boards gender inequalities. Byron and Roscigna (2014) call it a widespread illegality around the world whose policies need to be put in place and implemented to guard the women's right to serve at all level of community development projects. The most disappointing thing to note in this is that these journals and research was conducted in the west. While developed countries have tried to offer this, many developing countries are yet to realize public childcare services. Research shows that the percentage of women wage earners in economies that provide childcare is twice that of economies that do not offer those services.

According to Hoere and Gell (2009), mobility restrictions on women deepen female marginalization and poverty levels. This is because they are left without the opportunity to raise their voice concerning their needs and interests in the households, community projects and institutions that exist to serve their interests. Those institutions remain domineered by men and their interest. Further women lack the chance to influence social, political, and economic processes and institutions that control and shape their very own lives. They become invisible in those systems put in place to serve their needs. Therefore, it is important to offer equal opportunity for both men and women to fight poverty. Women's voice is as crucial as the man's voice in

management boards where decisions are made, and resources shared to solve the needs of the grass-root community.

According to the American Equal Employment Opportunity Commission (EEOC, 2018), Sex discrimination entails unconsented, verbal, or physical sexual requests, moves, favours, and harassment and requests for sexual favours. Besides, sexual discrimination also includes offensive comments about an individual's sex. In the Kenyan constitution 2010, under the sexual offenses act, a person may be found guilty of any form of sexual discrimination and harassment by those in authority. Nevertheless, sex advances in management positions are highly practice in Kenya. For instance, a study that was carried out in Kenya by International Labour Rights Fund (ILRF) 2016, in tea and coffee farms, shows that 90 % of women respondents had experienced some form of sexual abuse from their employers and supervisors. 71% of the men responded to interviewed viewed sexual harassment as a frequent and natural behaviour. 99% of the women respondents considered decline from taking up management positions because they were male domineered jobs. Victimization and sex discrimination against women in management was another critical issue. 60 % of the women and men believed any woman in a management position was already compromised sexually. Above all, there was once one woman among seven men in those positions. The rest served as subordinates.

According to the AAUW (2017), sex discrimination against women influences gender parity. The report shows that some select positions continue to be advertised with gender preference in them. In most cases, lower ranks will prefer women placement as opposed to high-level management positions. Women with less representation in management positions are more vulnerable to sexual assaults in exchange for salary increments or promotions. Victims are selected based on perceived vulnerability, accessibility, and lack of credibility. As a result, many qualified and faithful women choose not to participate in these positions. Such factors are powerfully informed by the prevailing gender stereotypes and attitudes which also result in explicit and implicit gender bias (Huhtanen, 2017)

Martin and Dinella (2011) define gender stereotypes as beliefs that are socially constructed about the roles of men and women in each community. The literature review has it that gender stereotypes emerge and grow from the complexities and dynamics of the traditional, social-cultural definition of the roles and responsibilities of men and women in society. Such

functions are rooted in patriarchy and capitalist societies. These roles are influential and yet contrary to gender equity and equality principles. Gender stereotypes trap women in traditional roles and limit each of them in participating in management positions within community projects (Huhtanen, 2017). This continues to make women poor and lives each of them marginalized. According to Raphel (2014), women with the will to lead and serve others in management positions encounter negative stereotypes from grass-root community members. As a result, they slowdown from seeking these positions. For instance, women contesting for the top seat could be branded as arrogant to compete with men, and as one who defies the social-cultural women's roles and responsibilities.

Seeking to be involved in management positions is not the only subject of stereotypes by men but also by other women in the community and themselves as well. Research shows that performance can be undermined when a person fears confirming negative stereotypes from the identity group. Women who are aware of stigmas from gender stereotypes can trigger feelings of anxiety, active coping mechanisms such as self-silencing, isolation, and disengagements. Women experiencing backlash from violation of cultural norms will avoid negotiating for salaries and will avoid high-level management employment or promotions (Godsil, 2016).

The literature review has it that Implicit Bias is the prevailing social-cultural gender stereotype and attitudes that are reflected unconsciously by everyone. Implicit bias is about gender stereotypes influence on perceptions, responses, and preconceived assumptions as well as behaviour even when every person consciously disagrees with them. Implicit bias is a powerful predictor of people's reactions. For instance, they affect how men and women judge women's competence for practice in high leadership roles, what salaries are offered by women in negotiation, and whether women are recognized for their excellent performance at work (Huhtanen, 2017).

Research conducted in North America among women in management positions where men had dominated the meetings showed that 96% of them experienced gender bias from men in those positions as well as women from that ethnic group. 68% of women argued that for them to compete, they had to strive to perform better than men. Further, their mistakes were noticed more and remembered longer. They claimed while men were judged on their potentials, women were judged on their performance alone. A single error for one woman became a

negative stereotype for all women. Besides, women were also evaluated more harshly than men (William, 2017).

2.3.3 Social Influence on Women Involvement in Management Positions of Grass-root Community Projects

Due to the historical and social exclusion of women and girls in schools, the world has been championing girl child education. Development cannot be realized without equal education opportunities between men and women. Therefore, female education has been identified as of great importance to growth in the economic activities of any country. Education empowers women to participate in the process of development at all levels. Research shows that there is a great improvement in girl-child education in third world countries. Despite that, women continue to struggle with their low level of education and little or no knowledge, leadership, and project skills, as well as experience required for them to fit and participate in high management project boards.

Following the Kenya Vision 2030, which is built on the millennium and sustainable Development Goals, Kenya has sought to improve women's education by putting in place gender policy through the ministry of education (M.o.E, 2007). This policy aims to eliminate all forms of gender disparities in education, training, and empowerment for quality education and development for all. With the implementation of this policy, gender gaps have been narrowed in primary education but still are wide in secondary and higher education levels. These gaps in secondary and higher education affect women more than women. Hence, their low education qualification continues to influence their involvement in management boards where decisions are made, and resources are shared. As a result, women are excluded from management levels and in turn poverty gaps deepen.

According to UNESCO (2018), Kenya has closed the gender gap in primary school enrolment, and she is in the progress of striving to close in secondary school enrolment. However, realizing gender parity does not mean all girls and boys in Kenya have access to education. Research in Kenya shows that in 2018 only 51% of the total boys and 48% of the total girls were enrolled in school. Besides, the Ministry of Education in Kenya 2018 observed that of the 85% of learners who progressed from primary school to secondary school, 30% of women proceeded to higher education. This accounts for only a third of the total girls' enrolment in secondary schools. Recently, the gender gap report 2018 ranked Kenya 76 globally, main-

taining the same number as in the 2017 report. However, the detailed report registered the fourth drop in education attainment. The women's literacy rate has tremendous growth. However, gender disparity remains high with 16% of women with no literacy skills compared to 9% of men.

According to Afulabi (2017), development does mean not only equal access to education, but also technical and vocational skills, training, internships, and leadership experience required by employers and other jobs' training in all level of work. King and Palmer (2006) define skill development as the production capacities acquired through education and training in formal and non-formal concerning job setting. The World Bank group (2017) asserts that these skills include innovation, flexibility, adaptability, values, attitudes, literacy skills, soft skills, numeracy, problems solving, social-emotional skills as well as cognitive skills. Skill development enables women to engage in economic productivity in livelihoods and to gain the ability to serve in management board positions. Nevertheless, women drop out of schools, lack of non-formal education and technical training in primary, secondary, and higher education contribute to poor skill development among women. As a result, women fail to measure in serving in management positions of any community development projects.

In-service women empowerment entails in-house training for women as they serve in the community development projects. According to the global Institute of Women Leadership (2019), women empowerment is an on-going training whereby women are offered with practical skills, confidence, exposure, and independence which they need in order to increase their power to control resources and be involved in sharing their needs and issues at the management boards. This is supported by Biamah (2012), who reports that low literacy among community women in Makueni County influences the inclusion of women in water management boards. He asserts that even when In-service training programs are done to illiterate women, many times they have proved ineffective. Nevertheless, women gain knowledge and skills for community projects, programs, and activities and in the process, they are selected to represent other women in the management level of the project. The Researcher sought to establish if truly in-service empowerment is carried out in grass-root community projects in Makueni County. Such will have a greater influence on women who have low education level to serve faithfully in management levels of water projects.

Grass-root community women grow up knowing that men are leaders and women's roles are in homemaking. But Literature review has it that due to separation with their spouses who live up in the cities working, women take up leadership of their own families. They grow in leadership experiences the hard way. Even so, this is not enough for them to have the leadership skills needed to serve with men in management levels of their community projects. Leadership knowledge and experience ought to be taught in education and developed through internships and mentorship within the community projects. The underperforming of women in management levels of community development projects can be strengthened by embracing leadership and management skills in them. Leadership and management skills emerge from the complexities of social-cultural, educational backgrounds, religion, and language. Therefore, leadership development, experience, and the art of making women leaders visible are paramount for effective management roles in community projects.

2.3.4 Top-Down Organizational Structure Constraints Influence on Women Involvement in Management Level of Grass-root Community Projects

Within the project organizational structures, women's discrimination in management and positions is a historical issue globally. According to Eagle and Sezesny (2009), back in 1920, although women could vote, there was no room for them to serve as managers. As time went by, this position changed. For instance, between the 1960s and 1980s, 23% of women served in various workplaces as managers. Further growth has been noted since the 1990s to date. For example, 46 % to 51% of management positions have been granted to women. Similarly, organizations and non-profits have not been left out. In 1972, 18% of organizational managers were women. Between1983 to 2006, 42% of women served in managerial positions. United Nations (UN), a body that covers other nations, records that women lead 42 % of management positions in organizations and other nations across the world. 13% of these women are serving in Non-profits high positions.

In Africa, patriarchal top-down organization structures and colonialism mind-set have been a critical obstacle to women's involvement in management, even though there has been slow progress of organizations streaming Gender policies and implementing those promptly. Generally, Moodly (2016) reports that Kenya is way far overtaken by all other East African Countries, with women representing 10% of positions. Rwanda tops the countries as it registers 56% of its management posts to be led by women. Kenya is yet to achieve its 33% gender threshold.

Top-down organizational structure constraints exist within the grass-roots community development organizing practices. While there exist written employment laws and policies that are gender-sensitive, Stamaski and Hing (2015) observe that most projects and organizations show women oppression through organizational structures, processes, and practices. These practices are enacted within the human resource department affecting the employment, empowerment, remunerations, and promotions of men and women processes.

Research shows that most organization are shifting away from top-down organisational structures and embracing alternative organizational structures that promote down-up autonomous self-leadership management. Such organisational structures are flat with loose hierarchies. According to Thompson and O'Dell (2017) such a shift favours woman who serve in leadership and management positions. This is so because Top-down organisational structures are traditionally created for men in leadership and not women. Further, Thompson and O'Dell (2017) contend that in traditional structures, managers are called to exhibit power, courage, boldness, and dominance. These qualities are only associated with men as opposed to women. For women are perceived to have inappropriate traits, attitudes, cognitions, and behaviour that are not fit for management positions. Besides, even if women leaders exhibit appropriate traits, they still will be looked at with bias while men will be expected to pick up those top-down management positions.

Mckinsey (2019) study on gender diversity at management level of any organization observes that women are less likely to be offered management positions compared to men. This could be due to few qualified women from within the organization. However, he argues that the gender gap can still be closed if organizations are committed to empower women consistently actively and intentionally within the organization for promotions in key positions. Employment procedures in management positions in an organization are governed by written policies, rules, and procedures as well as informal networking. Those gender-sensitive policies must be reviewed regularly considering gender equity in the organization.

This can be dealt with by following the procedure suggested by Doherty (2014), who argues that each employer ought to manage their gender diversity during recruitment as they aim at closing gender gaps at all level of employment. They must form an employment gender equality and diversity committee that shall review the existing policies and regulations con-

sidering labour laws. In addition, they ought to set goals and discuss them together as the team regularly evaluates the progress of these policies. During recruitment time, it is crucial to follow the set gender-sensitive rules and regulations and treat all applicants with equity, equality, and fairness.

Further, the employer ought to employ equal opportunity, remunerations and promotions, fairness, and equitable work standards. As a result, men and women will feel valued, and gender parity shall be realized. Other crucial social practices should be written down and implemented to cover men's and women's domestic obligations. Eagle and Sczesny (2009) observe that paid maternity and paternity leaves should be of equal measure. When women are offered maternity leave without pay or laid off when they request for it, while men continue to work, the social perception will be that of patriarchy; that women work is in the family.

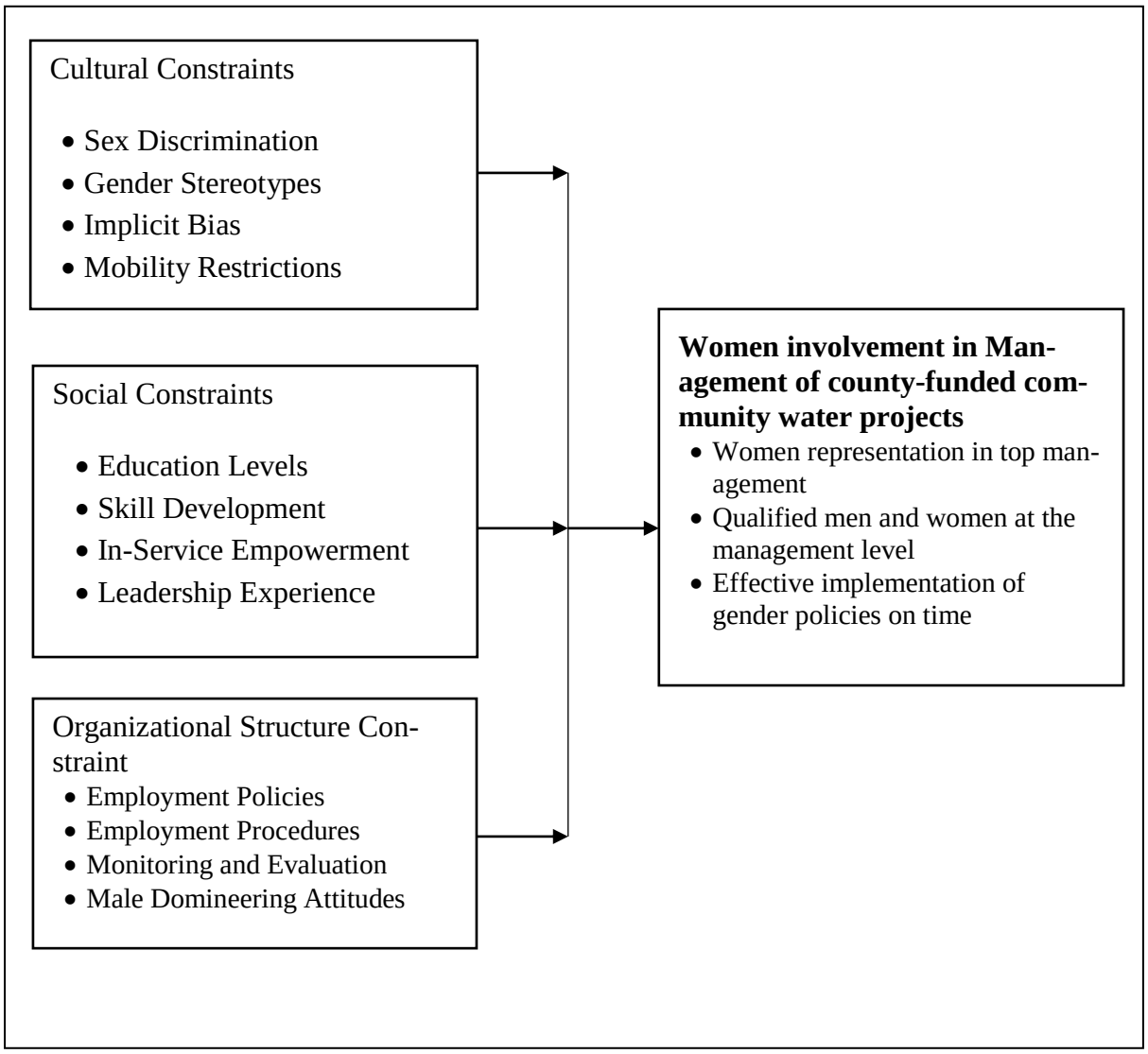
According to Broughton and Miller (2009), male domineering attitudes within the organizational structures, procedures, and processes can interfere with advancements to management positions. When men hold capitalist and patriarchy extreme views and hard lines as managers at the workplace, it becomes impossible for women to break those walls as they serve in high leadership positions as men. For instance, some men from grassroots communities cannot sit in the same management committee with as a female figure. As a result, women find it challenging to seek those positions. This is so because such men will not be ready to accommodate women and try to support them for performance. To serve as a woman in management position requires one to take extra training about male attitudes as well as sex and gender biases and develop an ability to stand firm in a midst of reality of gender inequalities in the workplace.

Several arguments explain why many women do not consider taking up management positions. Research conducted by Omar, Raburu, and Ajowi (2016) offers various reasons to this: First, 99% of women who participated in the study suggested that family responsibilities were a factor that late hour work served as a hindrance to family roles. Then 60% argued that heavy workload led them not to consider the jobs; 40 % felt discrimination against women played a huge role while 42% spoke of poor policies. There is not much research done on the area of employment procedures, monitoring and evaluation, and male domineering attitudes. These factors determine whether women will not only be willing to take up the management and leadership roles but also use their powers and authority with self-confidence to participate and perform their duties.

Monitoring and evaluation are tools used to access the performance of organizational projects set goals. The goal is to measure performance, effectiveness, efficiency, output, and input in an on-going and future project. Each grass-root community projects ought to have their development monitoring and evaluation plan that serves as a monitor and evaluate an organization on its progress in the closing gender gap in management positions. Most researchers propose four steps to developing the M$ E plan. Monitoring and evaluation seek to analyze and assess the state of gender inequalities in community development project. In it, employment policies and procedures within the organizational structure are critically accessed to determine whether the written policies are implemented and evaluated regularly. Data that is collected from this assessment is used to measure the baselines and set targets. During the time smart objectives are set and timelines given. Training on participatory monitoring and evaluation project plan can also be planned and actualized. This will promote recruiting's men and women through the community organizing where they emerge through the entire community project process cycle. As a result, women empowerment, and skill development at every level of the project process shall prepare them for high management-level positions. Monitoring and Evaluation is a continuous process that starts before the commencement of any project and continues until after the project is done. As a regular exercise, M $ E must be followed up and assessed. All the findings must allow adjustments and improvement measures and activities for optimized results (European Institute for Gender Equality, 2016).

2.4 Conceptual Framework

Independent variables **dependent variables**.



CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

In this chapter, the description of the methodology that was applied in conducting the research study was covered. The chapter consists of the following: the research design, the target population, sampling techniques and sample size. Further, the research instrument used, validity and reliability, preferred data collection techniques, data analysis and presentation format as well as applied research ethics, are discussed in this chapter.

3.2 Research Design

Research design is the blueprint for data collection, measurement, and analysis. A descriptive research design was used in this study because the data was collected qualitatively and analyzed quantitatively. The research used statistics, frequencies, average and percentages to determine the relationship and outcome of the research. The descriptive research design and process brings out a clear report of the way things are in the field and helped the researcher to describe a phenomenon in terms of attitude, values, and characteristics.

3.3 Location of Study

This study was carried out in Makueni County which is situated in the eastern part of Kenya, around 144 kilometers from the city of Nairobi. The county boarders Machakos County to the east, Kitui County to the north, Kajiado County to the south, and Taita Taveta County to the east. There are 49 on-going county-funded community water projects in the County. As a semi-arid area, Makueni County suffers from severe water shortage. The study focused on water projects since they are projects where women should be more involved because it had much impact on them as they are primary beneficiaries.

3.4 Target Population

The researcher targeted a population of 441 management board members who were assigned to manage individual county-funded community water projects in the county.

Table 3.4.1: Total Population County Ward

Name County Ward	No of Projects	No of Members of Management Board
Makindu	6	54
Kathonzweni	4	36
Mavindini	5	45
Wote	8	72
Nzaui	7	63
Emali	6	54
Kalawa	5	45
Kikuumini	8	72
TOTAL	**49**	**441**

Source: Makueni County on going water Projects website (2020).

Table: Author

3.5 Sample Size

The sample size is the population selected as respondents in the qualitative and quantitative research sample. 30% of the total population was used as the sample size, that is, 30% of 441 which was 132 management level board members.

Table 3.4.2: Summary of the Sample Size

Name County Ward	No of projects	Target population	No of sample size
Makindu	6	54	14
Kathonzweni	4	36	10
Mavindini	5	45	14
Wote	8	72	22
Nzaui	7	63	19
Emali	6	54	16
Kalawa	5	45	14
Kikuumini	8	72	22
Total	**49**	**441**	**132**

Source: Makueni County on going water Projects website (2020)

Table: Author

From the above subgroups, a random stratified sampling technique was employed to select the respondents.

3.6 Sample Design and Technique

Systematic random sampling is a technique of selected probability samples that requires a listing of the target population. This involves the direct selection of subjects or other primary sampling units from the sampling frame that is listed progressively. With the help of an informant, systematic sampling was used to pick up members of the projects. Further, convenient sampling was applied in the research where the respondents were picked randomly.

3.7 Research Instrument

This study used structured questionnaire tool for data collection to obtain descriptive information from a larger sample. The researcher identified 12 assistant researchers from 8 sub counties within Makueni County where water projects were on going. Each assistant researcher was trained on how to administer the questionnaire and introduction research letter at the sub-county office where the county water officials would introduce them to water projects human resource personnel and management board members. Each researcher assistant was assigned to at least 13 respondents (5 women and 8 men) from which data was collected. The respondents were given two weeks to fill the questionnaires. Through Facebook messenger, the researcher was able to network with those on the ground to do coding and get the data reports. All assistant researchers were compensated for the work they did and given daily lunch and Phone credit. Further, Secondary sources with informed reports and previous studies were used to strengthen the interpretation of the data collected. Secondary data was collected from publications and articles found in scholarly journals that address the topic of study.

3.8 Piloting Testing

This is the pretesting of the questionnaire that helps in checking the order of the questions, verification of unclear questions and if the structured questions are appropriate and make sense. This was done through a pilot study before the ultimate research was conducted. The pilot study involved 10% of the target respondents. They were conducted in Makindu community water projects in Makueni County, which was part of the target population but did not take part in the main study.

3.8.1 Reliability and Validity of the Research

The reliability of research is the consistency of the measure of the concept. It is the extent to which a measure is perceived as stable over time. For instance, when the same results are produced after repeated research, then research is said to be reliable. While it is hard to test the reliability of any research accurately, it is possible to observe some measures to improve the reliability of any research. To increase the reliability of instruments used, a pilot study was conducted with at least 10% of the target population sampled before full data was collected. A pilot study enabled the researchers to check the time taken to fill in the answers,

clarity of the items to eliminate ambiguities, redundant questions and irrelevant items, commonly misunderstood questions for reframing, and to get feedback on the attractiveness of the questionnaire design (Cohen and Hogan 2018). The researcher administered the instrument which was filled and collected immediately thereafter by the researcher. Validity is a term used to measure the extent to which the indicators measured what they were intended to measure. To test for the content validity in this study, the researcher relied on the expert judgment of the supervisors who commented on the clarity and the instrument and content coverage.

3.9 Data Analysis and Presentation

Data analysis is the process that involves the reduction of huge data into statistics which are interpreted to give insights. Questionnaires were coded based on each of the research question for accurate data analysis process. Descriptive data analysis was employed where frequency distribution tables and percentages were used as data analysis tools. Descriptive statistics are fundamental in organizing research data as it serves to summarize the information collected. The descriptive statistics used included means, standard deviation, frequency, and percentages. The data collected was summarized and categorized in frequency distribution tables. In addition, the analysis was done using MS Excel spread sheets for initial tabulation analysis and drawing of charts based on the responses. The data was analyzed and organized into themes relevant to the study and analyzed using Statistical Package for the Social Sciences and Microsoft excel (SPSS).

3.10 Ethical Considerations

Upon receiving approval from the university, the researcher sought approval from NACOSTI to conduct the research. All key informants and respondents explicitly received an explanation of the goal of the research. Informed consent and permission to carry the research was done to the respondents for each of them to participate in the research voluntarily. All participants were assured of total confidentiality and privacy. The researcher also assured them that any information they gave would be used for research and academic purposes only. Names of the respondents were excluded from the questionnaires as well as during data analysis.

CHAPTER FOUR
DATA ANALYSIS, PRESENTATION, AND INTERPRETATION

4.1 Introduction

This chapter presents processed information and data summary from data collected during the study of constraints of women involvement in management levels of county-funded community water projects in Makueni County. Primary data was collected using structured questionnaires. Coding was done to make connections between different parts of data, derived from the respondent's responses, statements, reports and categorized information to frame it as theoretical perceptions. Coding helped review the whole data (Ibrahim, 2012). Later, the data was critically analyzed and interpretations were done from data generated from coding. Thematic analysis was used to help detect variables that influence grass-root community women's involvement in the management level of their community water projects. As a result, the respondent's interpretations was significant in giving the researcher the most appropriate explanations of behaviour action and thoughts (Ibrahim, 2012)

4.2 Response Rate

The researcher administered 132 questionnaires, out of which 103 respondents returned return filled questionnaires. This was a 78% response rate of acceptable in qualitative and quantitative research. Usually, the minimum approved research responses ought to be 50% of the actuals (Mugenda & Mugenda, 2012). Therefore, my research responses were adequate for data analysis

4.3 Reliability Analysis

This study adopted the split-half method to test consistency and reliability. Through SPSS, the Split half method is used to measure the internal consistency reliability of items in the questionnaire. The main assumption is when a random picked up item if split into half and reliability analysis is done in both halves, the result and variance are the same. Therefore, the results of the tests on both sides were normally correlated (McLeod, 2019). Further, the assumption in both sides was that several items were available to measure behavior. The reliability coefficient was between 0 and 1.00; where the higher the coefficient, the more reliable the test is. The process entails taking randomly the sample for questionnaires and administers them in SSPS for analysis. Later, the researcher uses the reliability analysis link for analysis

of each half at a time, to read the reliability statistics (McLeod, 2019). This is the process the researcher followed to come up with the following outcome.

Table 4. 1: reliability analysis

	Cronbach's Alpha	Number of Items
Cultural constraints	.745	4
Social constraints	.779	4
Organizational structure constraints	.780	4
Women's Involvement in Management of County Funded Community Water Projects	.707	3

For this reliability analysis, the outcome indicated that the cultural constraints coefficient was 0.745, social constraints 0.779 and organizational structure constraints was 0.780. All constructs depicted Cronbach's alpha value that was above the proposed value of 0.7 thus it can be concluded that the study was reliable to capture the constructs (Rousson, Gasser & Seifer, 2012).

4.4 Demographic Information

The demographic information about the respondents was crucial characteristics that entails gender, confirmation of their positions in management boards, marital status, level of education as well as their role in the management of community projects. The purpose of demographic information was to affirm that the participants are eligible for the study. The finding was analyzed and presented in various sub-sections.

4.4.1 Respondents Gender

Table 4.2 represents answers to the question on gender asked to the respondents.

Table 4. 2: respondents' gender

	Frequency	Percent
Male	69	67%
Female	34	33%
Total	**103**	**100**

From the above report, most respondents were male at 67% while the rest were female at 33%. This shows that the researcher considered all respondents irrespective of gender to collect reliable information.

4.4.2 Membership in Project Management Board

Table 4.3 represents responses from the respondents when asked whether they were members of the water project management board.

Table 4. 3: membership in the project management board

	Frequency	**Percent**
Yes	98	95.1%
No	5	4.9%
Total	**103**	**100**

Based on the above findings, most of the respondents indicated that they are members of the project management board as shown by 95.1% while the rest indicated they are not as shown by 4.9%. This is an indication that the information obtained could be relied upon as it obtained from members of the project management board who were the majority among the respondents.

4.4.3 Marriage Status

Table 4.4 represents responses from the respondents when asked to indicate their marital statuses.

Table 4. 4: marriage status

	Frequency	**Percent**
Married	93	90.3%
Single	10	9.7%
Total	**103**	**100**

Based on the above findings, most of the respondents (90.3%) were married while the rest (9.7%) indicated to be single. This implies that the information obtained could be relied upon as it obtained from all respondents regardless of the marital status.

4.4.4 Highest Level of Education

Table 4.5 shows responses from the respondents when asked to indicate their highest level of education.

Table 4. 5: highest level of education

	Frequency	**Percent**
Primary level	14	13.6%
Secondary level	45	43.7%
College/University level	44	42.7%
Total	**103**	**100**

Based on the above findings, the highest respondents had reached secondary school which 43.7%, followed by college/university level 42.7% and finally, the primary level 13.6%. This is an indication that the collection of data cut across all the levels of education of the respondents. As a result, of varied opinions among the respondents of various levels of education, the data collected could be relied upon. The fact that we have 13.6% of the respondents serving in the management level of community development projects informs us that grassroots community organizing has some members who are semi-illiterate.

4.4.5 Role in the Management of Community Projects

Table 4.6 represents data collected from respondents showing various roles they play in the water management of community projects.

Table 4. 6: role in the management of community projects

	Frequency	Percent
Manager	17	16.5%
Assistant Manager	12	11.7%
Secretary	28	27.2%
Treasurer	19	18.4%
Board Member	14	13.6%
Human resource	13	12.6%
Total	**103**	**100**

Based on the above findings, participants cut across the board as follows: assistant managers (11.7%), human resource (12.6%), board member (13.6%) and manager (16.5%). Others indicated that their role was treasurer (18.4%) and secretary (27.2%). This implies that the collection of data cut across various categories of respondents and hence could be relied upon.

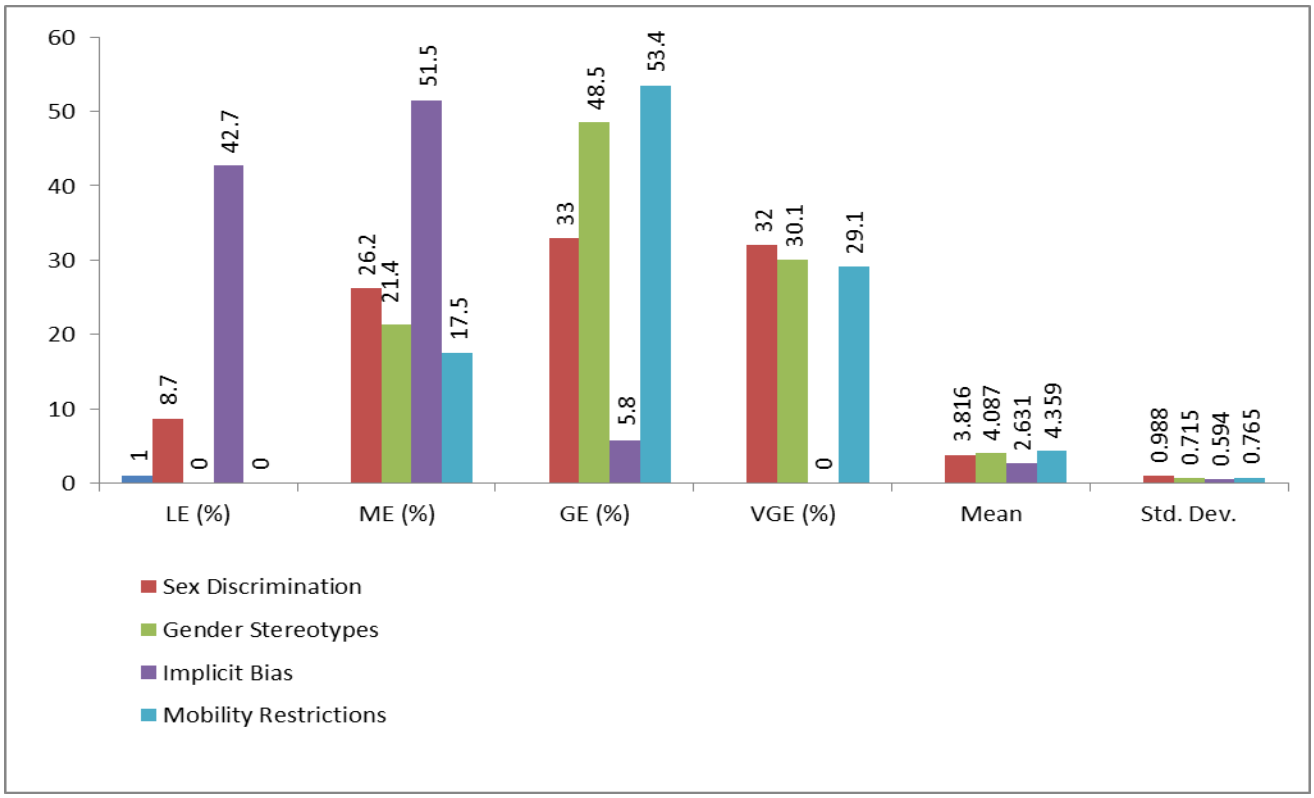
4.5 Cultural Constraints

Table 4.7 represents the findings of respondents after being asked to indicate the extent to which various aspects of cultural constraints influence women's involvement in the management of county-funded community water projects.

Table 4. 7: extent aspects of cultural constraints influence women's involvement

	VLE (%)	LE (%)	ME (%)	GE (%)	VGE (%)	Mean	Std. Dev.
Sex Discrimination	0	8.7	26.2	33	32	3.816	0.988
Gender Stereotypes	0	0	21.4	48.5	30.1	4.087	0.715
Implicit Bias	0	42.7	51.5	5.8	0	2.631	0.594
Mobility Restrictions	0	0	17.5	53.4	29.1	4.359	0.765

Figure 4.1: extent aspects of cultural constraints influence women's involvement



Key

VLE: Very low extent
LE: Low extent
ME: Moderate extent
GE: Great extent
VGE: Very great extent

On sex discrimination, 33% (34) of the respondents indicated that it influences women's involvement in the management of county-funded community water projects to a great extent. In addition, 32% (33) indicated a very great extent, 26.2% (27) indicated a moderate extent and only 8.7% (9) indicated that sex discrimination had little influence on women's involvement in the management of county-funded community water projects. From these findings, sex discrimination greatly influences women's involvement in the management of county-funded community water projects to a great extent. Despite Kenya's constitutional (2010) laws including sexual offenses at work, sex discrimination in county government organizational structures continue to manifest itself in various forms including verbal or physical har-

assment, sexual requests in exchange for promotion favours, sexual harassment, and offensive comments. Search attitudes influence women's choice in being involved at the management level of county- funded water projects (E.E.O.C, 2018). Further, this behaviour influences gender parity at management level (AAUW (2017). As a result, the few women who want to serve at the management level become more vulnerable to sexual assaults and intimidations. Also, the few faithful and straight women who can influence decisions at the management level shy off from seeking for appointments in these positions (Huhtanen, 2017). In figure 4.11, when respondents were asked whether women experience verbal or physical harassment in exchange for management positions, 11.7% (12) said yes. Also, when respondents were asked if disciplinary actions should be taken against those who practice sex discrimination, 17.5% (18) agreed to it with affirmation. This is an indicator that sex discrimination should be taken seriously if grass-root community women mainstreaming in water management boards are to be fully realized.

Moreover, concerning gender stereotypes, 48.5% (50) of the respondents indicated that it influences women's involvement in the management of county-funded community water projects to a great extent. Additionally, 21.4% (22) indicated a moderate extent, and 30.1% (31) indicated a very great extent influences on women's involvement in the management of county-funded community water projects. In the literature review, this was supported by Martin and Dinella (2011) who argued that gender stereotypes are rooted in patriarchy and capitalists' ideologies and highly influence and control gender equity and equality principles. Further, Huhtanen (2017) said gender stereotypes trap women in traditional roles and limit each of them in participating in management positions within the community projects. As a result, Raphael (2014) says women become more and more marginalized.

Also, to women being denied the chance to serve at the management level due to gender stereotypes, women also suffer reduced competence which is manifested at the management level. Such attitudes are a result of confirmed negative stereotyping. As a result, women develop stigmatization which trigger feelings of anxiety and active coping mechanism such as self-silencing, isolation, disengagement is in the decision-making boards. This is evidenced in Table 4.8 where respondents were asked about men controlling meetings to the end 24.3% (25) agreed to it. Further, when asked if men in the management boards do not take women suggestions 14.6% (15) said yes. Finally, when asked if women lack support from their fellow male board members 17.5% (18) agreed to this. All this gives 57.4% (58) respondents

who argued that women's voice is not heard and factored in decisions making at the management boards due to gender stereotypes. Also, when respondents were asked if women are contributing ideas in the management board meetings 19.4% (20) said they do not while 16.5% (17) of the respondents said women fear contributing. This gives a total of 35.9% (37) respondents. Though the number is small, it can give an impact when women are few in the management board and those few fail to speak out their voices on behalf of the grass-root community women. This evidence shows the intensity of gender stereotyping and the danger it poses to any grass-root community women who aspires to serve at the management level of water projects.

In addition, implicit bias had 51.5% (53) of the respondents indicated that implicit bias influences women's involvement in the management of county-funded community water projects into a moderate extent. In addition, 42.7% (44) of the respondents indicated a low extent and 5.8% (6) indicated great extent gender stereotypes influence women's involvement in the management of county-funded community water projects. This implies that implicit bias moderately influences women's involvement in the management of county-funded community water projects. From the literature review, William (2017) and Huhtanen (2017) affirms that due to implicit bias, women in management boards fear how they will be judged by men in their competences. They fear that their salaries will be low compared to those of men and that they shall not be recognized for their excellent performance at work and as a result be evaluated harshly. When collecting data, most respondents affirmed that the salary scale was the same for men and women. They contend that all women and men are recognized verbally for their performance at the county level but still in meetings some men would judge women's contributions harshly.

Women finally, on mobility restrictions, 53.4% (55) indicated that it influences women's involvement in the management of county-funded community water projects to a great extent. Also, 17.5% (18) indicated a moderate extent, and 29.1% (30) indicated a very great extent influences on women's involvement in the management of county-funded community water projects. This is in line with Schultz (2016) as well as Bensahel and Barno (2015) who argued that women mobility restrictions due to parenting and child care responsibilities combined with poor career flexibility, affect women willingness to seek for promotions and women retention to serve at the water management level within the county. Byron and

Rosagno (2014) supported this argument when they established that women are more disadvantaged in organisational structures and their culture due to gender assumptions concerning childcare, pregnancies, power, patriarchy, and promotions at water management boards. Further, childcare and pregnancy issues have led to women being laid off from management boards illegality to employment gender policies. In Table 4.8, when respondents were asked if women are being denied the opportunity to attend meetings by their spouses, only 7.8% asserted yes. Further, in table 4.11, 12.6% of respondents affirmed that child responsibility is one-factor affecting women form being involved in project management. This shows that majority of women are not tied to mobility restrictions due to their spouses.

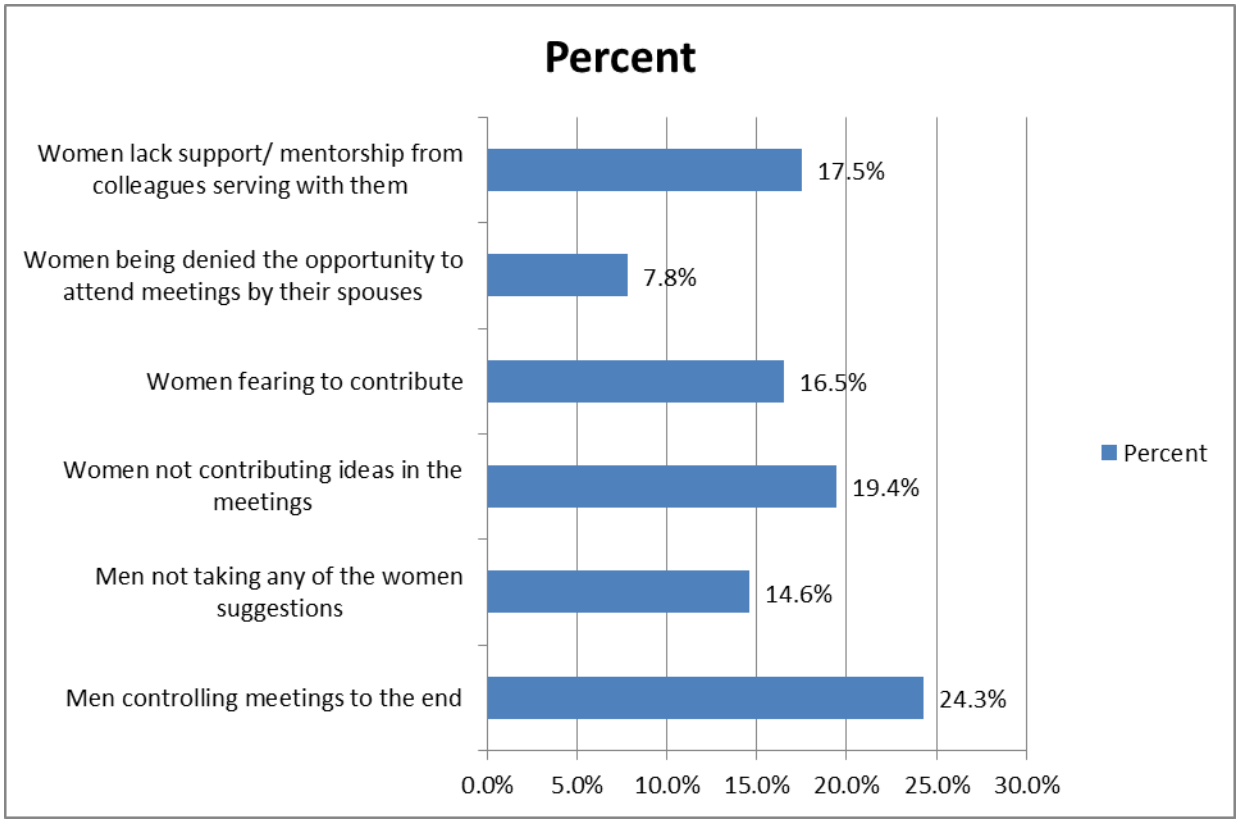
On the contrary, women are highly tied up by their household roles and responsibility which refrain them from attending water management boards. In table 4.13, 9.7% of respondents argued policies that promote the availability of cheap childcare programs are put in place. Also, in the same table, 9.7% of respondents recommended that the employer consider flexible work schedules for women. These recommendations for childcare facilities and flexible work schedules are crucial to enhancing grass-root community women's involvement in the water management level. This implies that mobility restrictions greatly influence women's involvement in the management of county-funded community water projects. Due to culturally defined traditional roles and responsibilities for men and women, some men and women put pressure on women whose community leadership roles conflict with family roles. Therefore, the ease, cost, and availability of childcare persons or facilities, as well as free primary education for children, affect whether a mother shall decide to take a management position that demands more of her time.

Table 4.8 represents the outcome of respondent's responses when asked to indicate the challenges they face in the position they serve in the community project.

Table 4. 8: challenges faced in community projects

	Frequency	**Percent**
Men controlling meetings to the end	25	24.3%
Men not taking any of the women suggestions	15	14.6%
Women not contributing ideas in the meetings	20	19.4%
Women fearing to contribute	17	16.5%
Women being denied the opportunity to attend meetings by their spouses	8	7.8%
Women's lack of support/ mentorship from colleagues serving with them	18	17.5%
Total	**103**	**100**

Figure 4.2: challenges faced in community projects



Based on the above findings, the respondents indicated that the challenges facing community projects include men controlling meetings to the end (24.3%), women not contributing ideas in the meetings (19.4%), women's lack of support/ mentorship from colleagues serving with them (17.5%), women fearing to contribute (16.5%), men not taking any of the women is suggestions (14.6%) and women being denied the opportunity to attend meetings by their spouses (7.8%). The findings concur with the literature review that all this factor influence women's involvement in management in community boards. Only the latter point has less influence. For Instance, this finding support sexism for men feel their voice matter than that of women

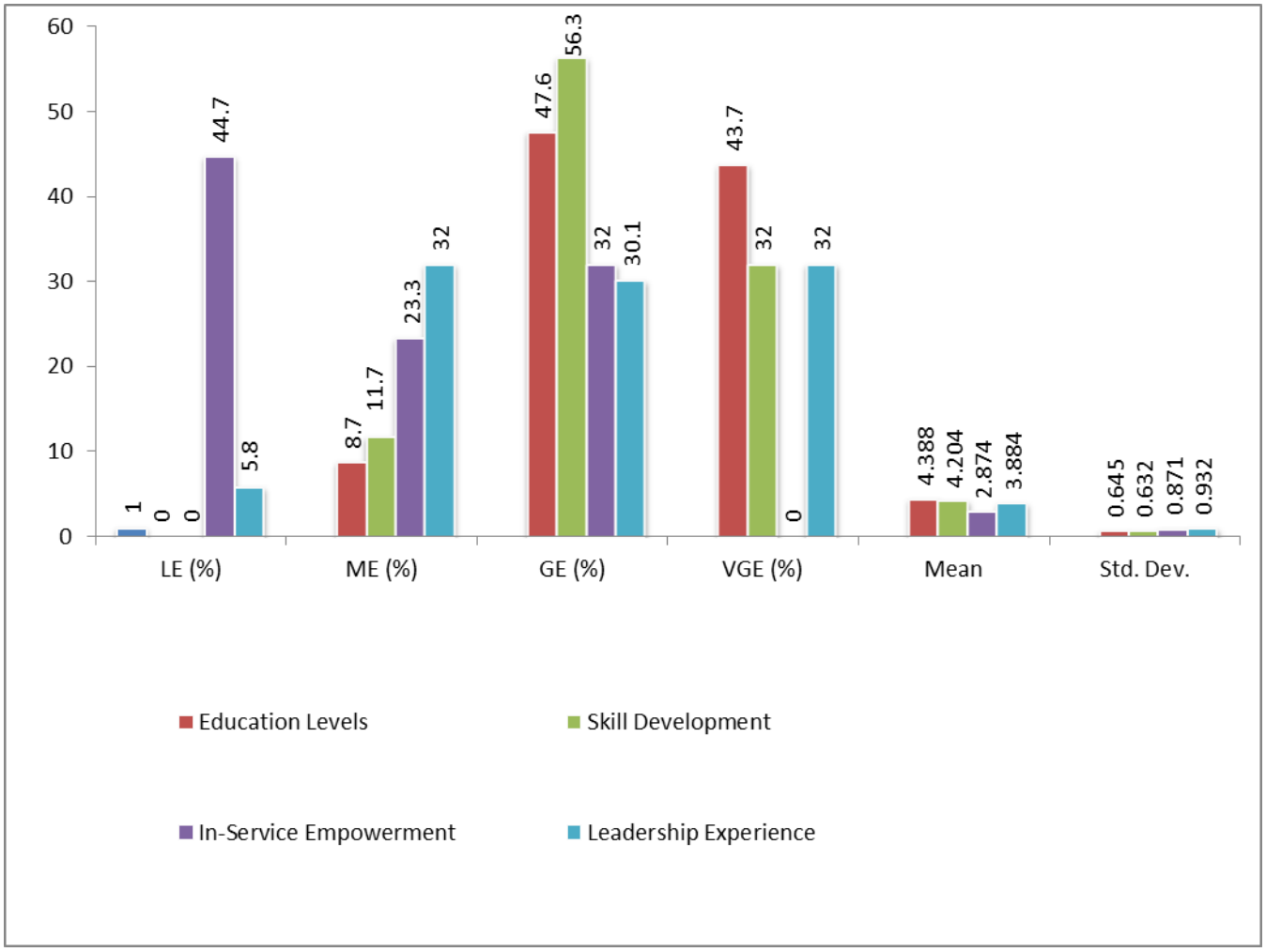
4.6 Social Constraints

Table 4.9 represents the results of the respondents upon being asked to indicate the extent to which various aspects of social constraints influence women's involvement in the management of county-funded community water projects.

Table 4. 9: extent aspects of social constraints influence women's involvement

	VLE (%)	LE (%)	ME (%)	GE (%)	VGE (%)	Mean	Std. Dev.
Education Levels	0	0	8.7	47.6	43.7	4.388	0.645
Skill Development	0	0	11.7	56.3	32	4.204	0.632
In-Service Empowerment	0	44.7	23.3	32	0	2.874	0.871
Leadership Experience	0	5.8	32	30.1	32	3.884	0.932

Figure 4.3: extent aspects of social constraints influence women's involvement



Key

VLE: Very low extent
LE: Low extent
ME: Moderate extent
GE: Great extent
VGE: Very great extent

From the findings on education levels, 47.6% (49) of the respondents indicated that it influences the women's involvement in the management of county-funded community water projects to a great extent. In addition, 8.7% (9) indicated moderate extent and 43.7% (45) indicated very great extent. This implies that education levels influence women's involvement in the management of county-funded community water projects to a great extent. According to the Gender Gap Report 2017 and 2018 gender disparity gap continues to be felt in Kenya due to wide education differences between men 16% and women 9%. This evidence supported the literature review findings where Biamah (2012) reported that low literacy among grass-root community women in Makueni county influence the inclusion of women at the water management boards. UNESCO (2018) affirmed that while most women manage to go through primary school studies, very few advance to secondary level and fewer to higher education. In the demographic data we collected, table 4.2 shows only 33% of the respondents were female while men were 67%. Further, in table 4.5 on highest level of education, respondents with primary education were 13.6% (14), Secondary schooling was 43.7% (45). And those with college or university level were 42.7% (44). This shows that women are underrepresented in management levels of water community projects. Also this indicates that grass-root community members are composed of literate and illiterate men and women. In Table 4.11, 13.6% (14) respondent affirmed that a low level of education is one factor that affect women from involvement in the project management level. While the water managements body has strived to included literate men and women on board they still have semi-literate fellows in the boards. And yet in table 4.8 17.5% (18) respondents affirmed that those few lack support and mentorship from their male counterparts

Concerning skill development, 56.3% (58) of the respondents indicated that it influences the women's involvement in the management of county-funded community water projects to a great extent. Additionally, 11.7% (12) indicated a moderate extent and 32% (33) indicated a very great extent this shows that skill development greatly influences the women's involvement in the management of county-funded community water projects. This is supported by the World Bank report (2017) that women continue to lack the basic skills required by their employers to perform at high management levels of the office. Simple skills like understanding what texts infer, how to lead and manage the office, problem-solving skills, relationship building, and networking are missing in them. Further, Afulabi (2017) observed that women's service at water management level boards require technical and vocational skills to perform well. This is supported by respondents in Table 4.11, when 9.7% (10) of them said most

women lack the skill they need to perform at the water management level in the county. In table 4.13, 13.6% (14) of the respondents proposed that in-service projects leadership and management training be offered consistently to develop the required skills in women.

According to the global Institute of Women Leadership (2019), women in-service empowerment is an on-going training whereby women are offered practical skills, confidence, exposure, and independence they need. This increases their power to control and make decisions over their own lives. Also, women gain knowledge and skills for community projects, programs, and activities and in the process, they are selected to represent other women in the management level of the project. Further, on in-service empowerment, 44.7% (46) of the respondents indicated that it influences the women's involvement in the management of county-funded community water projects to a low extent. In addition, 32% (33) indicated great extent and 23.3% (24) indicated moderate extent. This is an indication that in-service empowerment is not adequately administered hence influencing the women's involvement in the management of county-funded community water projects to a great extent.

Finally, on leadership experience, 32% (33) of the respondents indicated that it influences women's involvement in the management of county-funded community water projects to a very great extent. In addition, 32% (33) indicated moderate extent, 30.1% (31) indicated great extent and 5.8% (6) indicated low extent. From the Literature review, the underperforming of women in management levels of community development projects can be strengthened by embracing leadership and management skills in them. Leadership and management skills emerge from the complexities of social-cultural, educational backgrounds, religion, and language (Biamah, 2012).

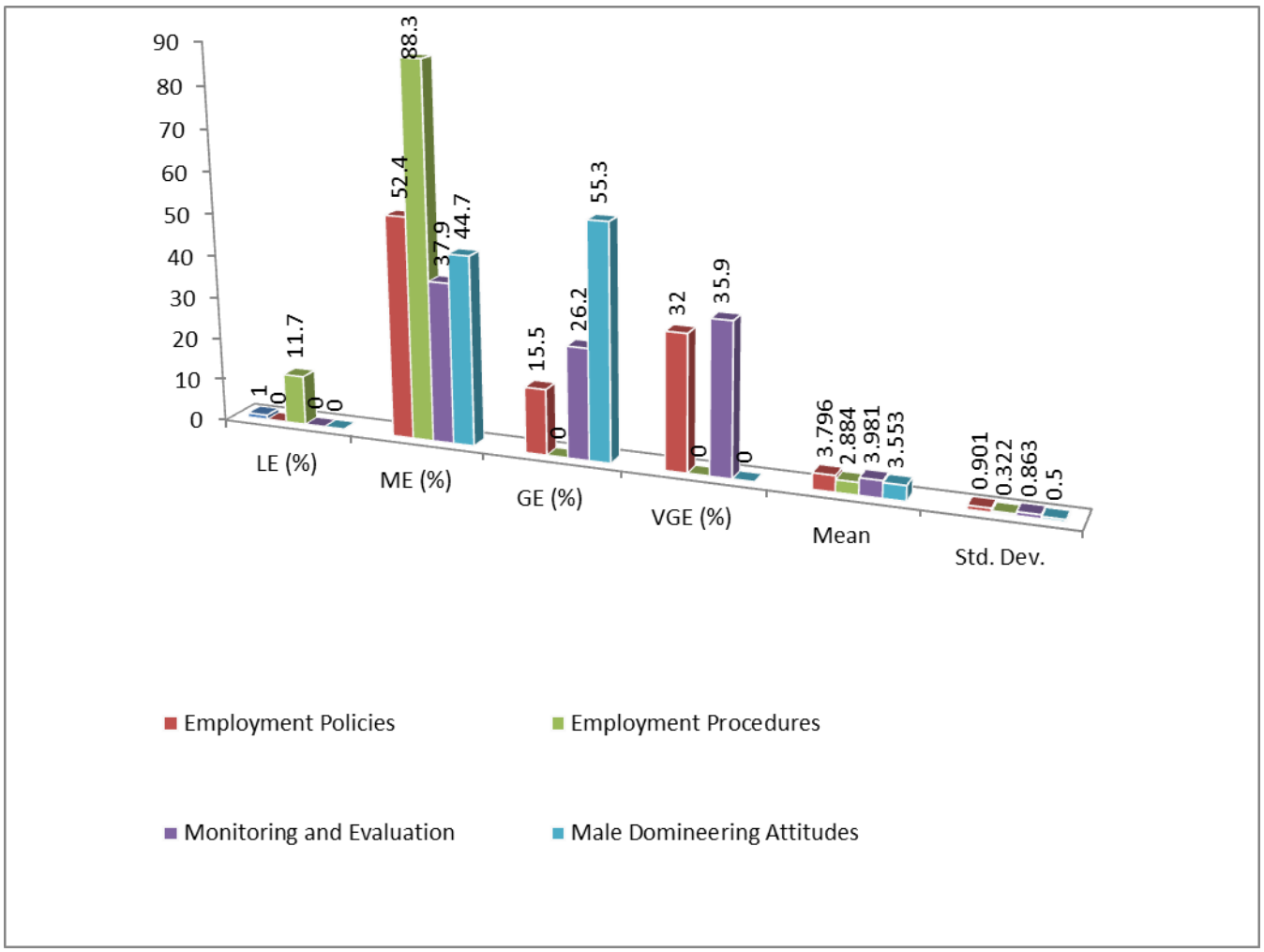
4.7 Top-Down Organizational Structure Constraints

Table 4.10 represents the results of respondents when asked to indicate the extent to which various aspects of top-down organizational structure constraints influence women's involvement in the management of county-funded community water projects.

Table 4.10: extent top-down organizational structure constraint influence women's involvement

	VLE (%)	LE (%)	ME (%)	GE (%)	VGE (%)	Mean	Std. Dev.
Employment Policies	0	0	52.4	15.5	32	3.796	0.901
Employment Procedures	0	11.7	88.3	0	0	2.884	0.322
Monitoring and Evaluation	0	0	37.9	26.2	35.9	3.981	0.863
Male Domineering Attitudes	0	0	44.7	55.3	0	3.553	0.5

Figure 4.4: **extent top-down organizational structure constraint influence women's involvement**



Key

VLE: Very low extent
LE: Low extent
ME: Moderate extent

GE: Great extent
VGE: Very great extent

From the above results, most of the respondents 52.4% (54) indicated that employment policies influence women's involvement in the management of county-funded community water projects at a moderately extent. On these, 15.5% (16) and 32% (33) of the respondents indicated that employment policies have a great impact. This implies that employment policies greatly influence women's involvement in the management of county-funded community water projects. This is supported by Brands (2020) who argued that top-down organisational structures promote patriarchy and capitalist attitudes which call for men power, boldness and dominance at the management level of any project. Further, Stamaski and Hing (2015) observed that while there are existing gender policies at the organizational level, most projects bring out gender parity through organizational structures, processes, and practices. The Gender mainstreaming procedures seek to evaluate existing gender policies and hold the organization accountable to not only update those polices but also implement them fully through the organizational structures.

Most of the respondents 88.3% (91) also indicated that employment procedures influence women's involvement in the management of county-funded community water projects to a moderate extent. In addition, 11.7% (12) of the respondents indicated that employment procedures influence women's involvement in the management of county-funded community water projects to a low extent. This makes it clear that employment procedures moderately influence women's involvement in the management of county-funded community water projects. Gender mainstreaming seeks to put in check the actor's sex discrimination, gender stereotypes and gender bias that limit the appointment of grass-root community women to the management level. Such an approach will enable more men and women to serve at the highest level of the project to become gender sensitive. According to Doherty (2018), all actors in employment and promotions of the organization ought to promote gender diversity and promote fairness and equality at work.

Further, most of the respondents 37.9% (39) indicated that monitoring and evaluation influence women's involvement in the management of county-funded community water projects to a moderate extent. Additionally, 35.9% (37) and 26.2% (27) of the respondents indicated that monitoring and evaluation influence women's involvement in the management of county-funded community water projects to a great extent and very great extent respectively. This

implies that monitoring and evaluation moderately influence women's involvement in the management of county-funded community water projects. This is supported by gender mainstreaming theory which in itself is a monitoring and evaluation tool. Further European Institute of Gender Equality (2016), proposed the M& E gender policies should be implemented at every stage of the organisational so that women can be fully equipped and prepared for good performance at the management boards. Further he argued that effective and efficient involvement of women at the management level is highly dependent on the employment procedures and processed.

In addition, most of the respondents 55.3% (57) indicated that male domineering attitudes influence women's involvement in the management of county-funded community water projects to a great extent. Also, 44.7% (46) of the respondents indicated that male domineering attitudes moderately influence women's involvement in the management of county-funded community water projects to a moderate extent. This is an indication that male domineering attitudes greatly influence women's involvement in the management of county-funded community water projects. These findings are in line with Stamaski and Hing (2015) who observe that most projects and organizations show women oppression through organizational structures, processes, and practices. These practices are enacted within the human resource department affecting the employment, empowerment, remunerations, and promotions of men and women processes. Broughton and Miller (2009) affirms that male domineering attitudes within the organisations structures, procedures and processes can interfere with women advancement to serve at the management level position of any project. Further they observe that men with capitalistic, patriarchy extreme views with use tier hard lines on women as the serve in critical high positions at work place.

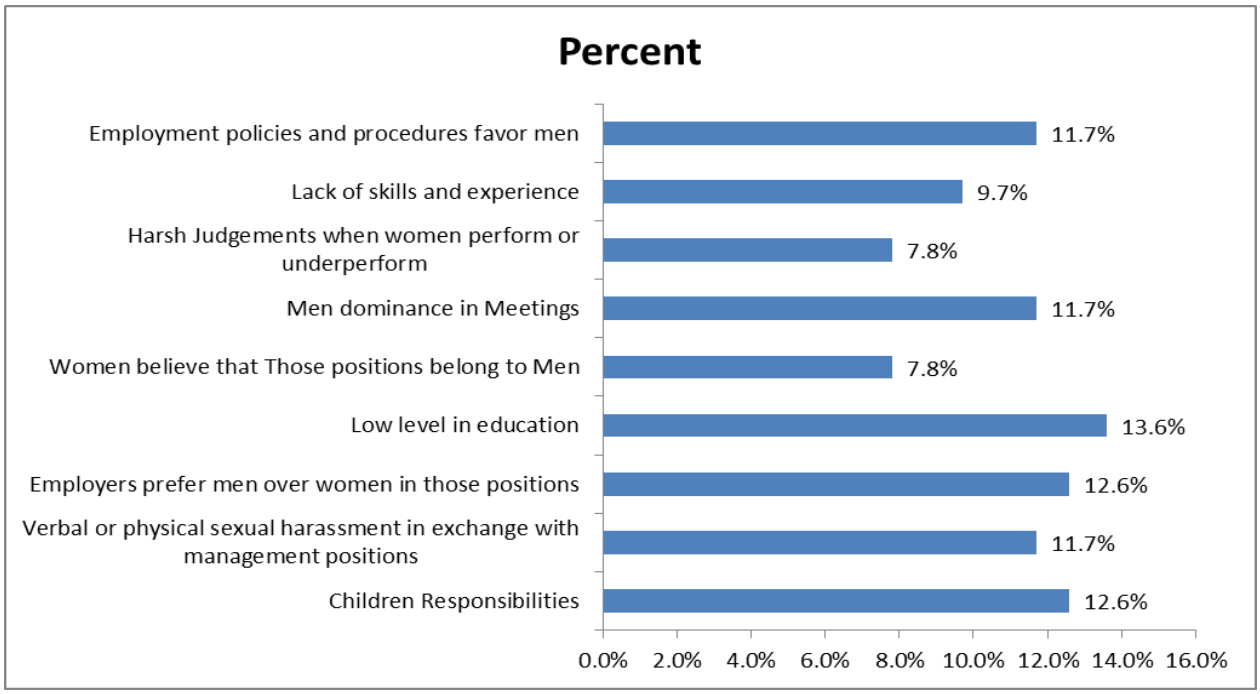
Table 4.11 represents respondents who were also asked to indicate factors that affect women from being involved in the management level of community projects.

Table 4. 11: factors affecting women from involvement in project management

	Frequency	**Percent**
Children Responsibilities	13	12.6%
Verbal or physical sexual harassment in exchange with management positions	12	11.7%

Employers prefer men over women in those positions	13	12.6%
Low level in education	14	13.6%
Women believe that Those positions belong to Men	8	7.8%
Men dominance in Meetings	12	11.7%
Harsh Judgements when women perform or underperform	8	7.8%
Lack of skills and experience	10	9.7%
Employment policies and procedures favour men	12	11.7%
Total	**103**	**100**

Figure 4.5: factors affecting women from involvement in project management



From the findings, the respondents indicated that the factors affecting women from being involved in the management level of community projects were low level of education (13.6%), children responsibilities (12.6%), verbal or physical sexual harassment in exchange with management positions (12.6%), employers prefer men over women in those positions (12.6%), men dominance in meetings (11.7%), employment policies and procedures favouring men (11.7%), lack of skills and experience (9.7%), women believe that those positions belong to men (7.8%) and harsh judgements when women perform or underperform (7.8%).

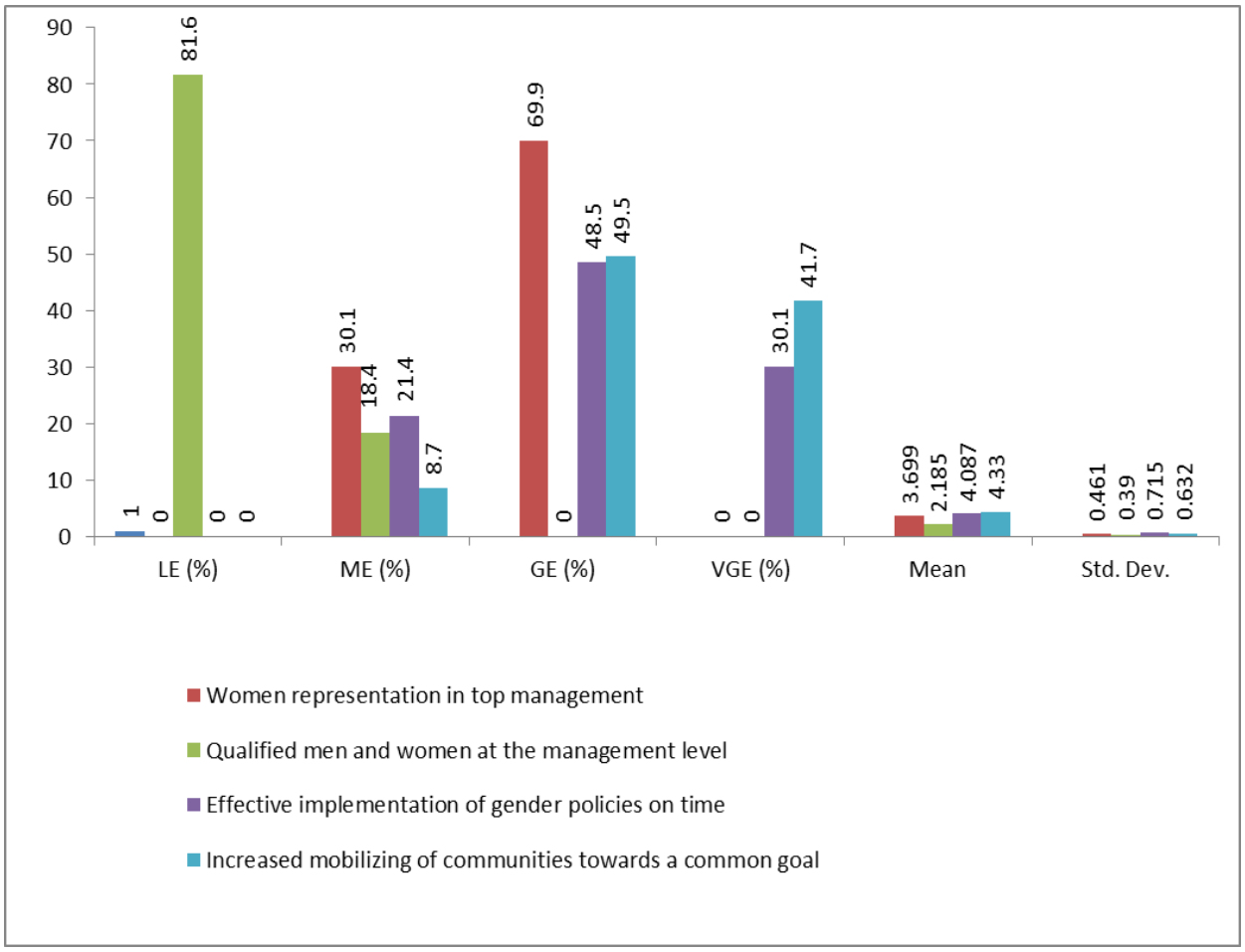
These findings correlate with King and Palmer (2006) who define skill development as the production capacities acquired through education and training in formal and non-formal concerning job setting. Skill development enables women to engage in economic productivity in livelihoods and to gain the ability to serve in all levels of Community Development processes, including management positions

Table 4.12 represents the results of the respondents when asked to indicate the trend in the various aspects of women's involvement in the management of county-funded community water projects.

Table 4. 12: trend of women involvement in management of water projects

	GD (%)	**D (%)**	**C (%)**	**I (%)**	**GI (%)**	**Mean**	**Std. Dev.**
Women representation in top management	0	0	30.1	69.9	0	3.699	0.461
Qualified men and women at the management level	0	81.6	18.4	0	0	2.185	0.39
Effective implementation of gender policies on time	0	0	21.4	48.5	30.1	4.087	0.715
Increased mobilizing of communities towards a common goal	0	0	8.7	49.5	41.7	4.33	0.632

Figure 4.6: the trend of women involvement in management of water projects



Key

GD: Greatly decreased
D: Decreased
C: Constant
I: Improved
GI: Greatly Improved

From the findings, most respondents 69.9% (72) indicated that women representation in top management has improved. Also, 30.1% (31) of the respondents indicated that women's representation in top management has been constant. This is an indication that women's representation in top management has improved. Further, most of the respondents 81.6% (84) indicated that qualified men and women at the management level have decreased. In addition, 18.4% (19) of the respondents indicated that qualified men and women at the management

level have been constant. This shows that qualified men and women at the management level have decreased.

Additionally, most of the respondents 48.5% (50) indicated that effective implementation of gender policies on time has improved. Also, 30.1% (31) and 21.4% (22) of the respondents indicated that the effective implementation of gender policies on time has greatly improved and is also constant. This reveals that effective implementation of gender policies on time has improved.

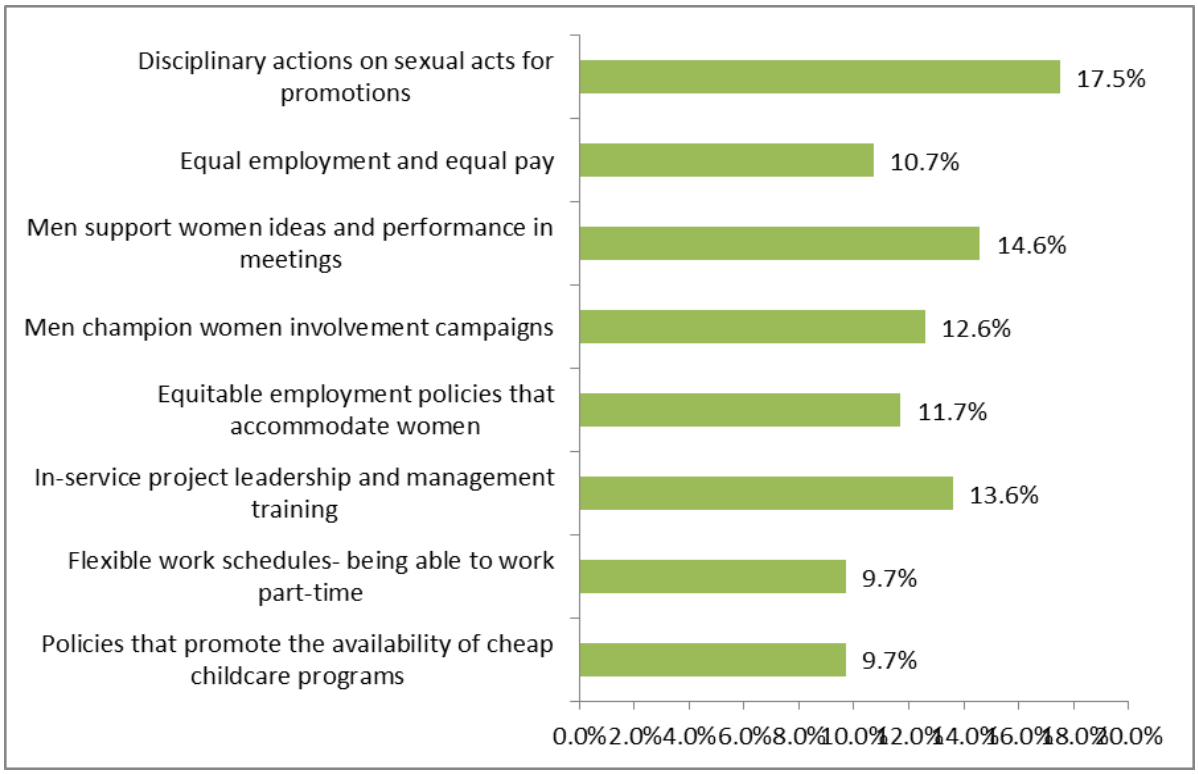
Moreover, most of the respondents 49.5% (51) indicated that increased mobilizing of communities towards a common goal has improved. Also, 41.7% (43) and 8.7% (9) of the respondents indicated that increased mobilizing of communities towards a common goal has greatly improved and is constant, respectively. This shows that increased mobilizing of communities towards a common goal has improved. These findings correlate with Laboso (2014) who argues that while there is a remarkable increase of women in political elective and appointment positions, both National and County Governments cannot account for women participation in management positions in community development projects.

Table 4.13 shows the responses of the respondents when asked to identify strategies that can help to increase women representation in management levels of this community projects.

Table 4. 13: strategies to increase women representation in project management

	Frequency	**Percent**
Policies that promote the availability of cheap childcare programs	10	9.7%
Flexible work schedules- being able to work part-time	10	9.7%
In-service project leadership and management training	14	13.6%
Equitable employment policies that accommodate women	12	11.7%
Men champion women involvement campaigns	13	12.6%
Men support women ideas and performance in meetings	15	14.6%
Equal employment and equal pay	11	10.7%
Disciplinary actions on sexual acts for promotions	18	17.5%
Total	**103**	**100**

Figure 4.7: strategies to increase women representation in project management



From the findings, the respondents indicated that strategies which can help increase women representation in management levels of this community projects include disciplinary actions on sexual acts for promotions (17.5%), men support women ideas and performance in meetings (14.6%), in-service project leadership and management training (13.6%), men champion women's involvement campaigns (12.6%), equitable employment policies that accommodate women (11.7%), equal employment and equal pay (10.7%), policies that promote the availability of cheap child care programs (9.7%), and flexible work schedules such as being able to work part-time (9.7%). Shrestha, Chan, Aibinu, Chen and Martek (2017) argue that while much progress has been realized, research shows that in community development projects, women are included in the public and implementation level of the projects, yet they are left out in high-level management positions.

CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In this chapter, the researcher sought to present summary of the findings, make conclusions as well as propose some recommendations of the study. The general objective of this study was about the constraints to women involvement in senior management levels of county-funded community water projects in Makueni County. These general objectives were guided by the following specific objectives as follows:

1. To investigate the influence of cultural constraints in women's involvement in the senior management levels of county-funded grass-root community water projects in Makueni County.

2. To establish the influence of social constraints in women's involvement in the senior management levels of county-funded grass-root community water projects in Makueni County.

3. To evaluate the influence of top-down organizational structure constraints in women involvement in the senior management levels of county-funded grass-root community water projects in Makueni County.

In this study, the researcher used primary and secondary data to examine the constraints influencing women's involvement in the management level of grass-root community projects. All primary data was collected using structured questionnaires. All question used to collect data from the respondents were related to constraints influencing women's involvement in the management level of grass-root community projects. A sample of 103 was drawn from men and women who serve at the water management boards in various water projects in Makueni County. Further, the secondary data was collected from formally published materials that addressed constraints influencing women involvement in the management level of grass-roots county-funded community projects.

5.2 Summary of the Findings

The researcher sought to presents a summary of the findings based on the specific objectives and data analysis and interpretations. The following is a summary of the research findings.

5.2.1 Women Involvement in Management of Grass-root Community Water Projects

While there have been continued efforts to increase women involvement in the grass-root community at the water projects, women continue to be underrepresented at the management level of the projects. Even so, most respondents 69.9% (72) indicated that women representation in top management has improved. Moreover, most respondents 49.5% (51) indicated that increased mobilizing of communities towards a common goal has improved. These findings correlate with Laboso (2014) who argues that while there is a remarkable increase of women in political elective and appointment positions, both National and County Governments cannot account for women participation in management positions in community development projects.

Further, Respondents indicated eight factors affecting women from being involved in the management level of community projects in Table 4.11. Some of them include low level of education (13.6%), children's responsibilities (12.6%), and verbal or physical sexual harassment in exchange for management positions (12.6%). In table 4.7, they proposed nine strategies and tools to improve women's involvement in the management level of grass-root community projects. For example, disciplinary actions on sexual acts for promotions (17.5%), men support women's ideas and performance in meetings (14.6%), and in-service project leadership and management training (13.6%).

5.2.2 Cultural Constraints Influence on Women Involvement in Management level of Grass-root Community Water Projects

This study established that mobility restrictions, gender stereotypes and sex discrimination greatly influence the women's involvement in the management of county-funded community water projects. This research established that implicit bias moderately influences women's involvement in the management of county-funded community water projects. 53% of respondents affirmed that mobility restrictions greatly influence grass-root women involvement in the management level of community projects. 33% (34) of the respondents indicated that sex discrimination influences women's involvement in the management of county-funded community water projects to a great extent. In Gender stereotypes, 48.5% of respondents said

it greatly influences, while 30.1% of respondents said it very greatly influences women involvement in the water management level of county-funded projects. In addition, implicit bias had 51.5% (53) of the respondents indicated that it influences women's involvement in the management of county-funded community water projects to a moderate extent.

5.2.3 Social Constraints Influence on Women Involvement in Management level of Grass-rot Community Water Projects

This study established that education levels, skill development and leadership experience greatly influence women's involvement in the management of county-funded community water projects. Further, the researcher established that in-service empowerment moderately influences the women's involvement in the management of county-funded community water projects. In it, 47.6% (49) of the respondents indicated that education level influences the women's involvement in the management of county-funded community water projects to a great extent. Also, 53% (58) of the respondents indicated that skill development influences the women's involvement in the management of county-funded community water projects to a great extent. In addition, 32% (33) of the respondents indicated that leadership experience influences women's involvement in the management of county-funded community projects to a very great extent. In addition, 32% (33) indicated moderate extent and 30.1% (31) indicated great. Finally, 44.7% (46) of the respondents indicated that service empowerment influences the women's involvement in management of county-funded community water projects to a low extent.

5.2.4 Top-Down Organizational Structure Constraints Influence on Women Involvement in Management level of Grass-rot Community Water Projects

This study established that top-down organizational structure constraints influence women involvement in the senior management levels of county-funded community water projects in Makueni County. 52.4% (54) of respondents indicated that employment policies influence women's involvement in the management of county-funded community water projects to great extent. Most of the respondents 88.3% (91) also indicated that employment procedures influence women's involvement in the management of county-funded community water projects to a moderate extent. In addition, most of the respondents 55.3% (57) indicated that male domineering attitudes influence women's involvement in the management of county-funded community water projects to a great extent. Further, most of the respondents 37.9% (39) indicated that monitoring and evaluation influence women's involvement in the man-

agement of county-funded community water projects to a moderate extent. Additionally, 35.9% (37) and 26.2% (27) of the respondents indicated that monitoring and evaluation influence women's involvement in the management of county-funded community water projects to a great extent and very great extent, respectively.

5.3 Conclusions

The study aimed at examining the constraints to women involvement in senior management levels of county-funded community projects. This was useful in understanding the extent to which cultural, social, and top-down organizational structure constraints influence grass-root women involvement at the management level of the community project. The concerned agencies include county government, Nongovernmental organization, gender equality practitioners and donors. They could use this information to enhance women involvement at the management level of community projects. In addition, the government can seek to transform and reorganize gender policies and enhance monitoring and evaluation tools to promote gender equality at the management level of county projects. Further, the study makes the following theoretical and empirical conclusions, respectively.

5.3.1 Theoretical Conclusions

This study was based on Gender and Development (GAD) as well as Gender Mainstreaming theory. Generally, GAD lays the foundation for gender mainstreaming and equality at the management level of community projects. The theoretical framework brought out how social, cultural, and top-down organizational constraints influence gender equality at the management level and how they can be dealt with.

While researchers and community organizations have underscored the relevance of women involvement at the management level of community projects,, these theories continue to affirm the great outcome any projects would experience if women are mainstreamed into management level of community development projects. According to Jacquette (2016), GAD called for more attention to the collective voices of both men and women. In addition, Proponents of GAD sought for those active women voices heard where decisions are made, and resources shared hence women becoming visible in public sphere. Further GAD theorists call for equitable development and women full participation, participation of governments in promoting women emancipation, taking it as their duty to offer social services to women to enhance women involvement in management level of projects.

The study found that gender mainstreaming theory offers the strategy through which comprehensive gender equality of the management level of community project is realized. According to Walby (2005) gender mainstreaming is the process whose goal is to attain gender equality in community development projects. It is a practice of making visible the way gender relations are significant in any organizational practice and why they had been irrelevant and marginal. Its focus is geared at facilitating the implementation of both gender equality and the improvement of the mainline gender policies.

The study findings revealed that to promote gender equality at the management level of community development projects using GAD and gender mainstreaming theories it is recommended that:

1. Actors integrate gender equality policies and perspectives in the mainstreaming of any organization (Walby, 2005).
2. Actors engage in reorganizing, improvement and development evaluation of the gender policy using political and technical techniques (Walby, 2005).
3. Governments and project managers incorporate actors and gender expertise in gender policy review
4. Actors in any projects challenge male bias and gender discrimination of any kind (Waal, 2006).
5. In addition, project managers must learn to confront social, cultural, and top-down organizational barriers to gender equality in grass-root community projects.

In addition, these studies revealed that gender mainstreaming is a useful tool for monitoring and evaluation for it builds evidence that offers informed and strategic decisions in the community projects about gender policy review and interpretation. Further, the theory builds better development planning and interventions for it brings out what works and what does not work. Further, it holds institutions accountable to their commitment to gender equality (UN Women, 2014)

5.3.2 Empirical Conclusions

The cultural, social and top-down organizational structural constraints facing grass-root community women in being involved at the management level of community projects can be eliminated if the government, project managers and community members are keen in laying the following gender practices laid down. The study revealed that the national government

has always strived to have women involvement at the management level of community development projects. The national government has committed herself to the removal of all forms of political, social, cultural, and economic discrimination against women. Therefore, the major responsibility lies in the hands of the county government, the community, and the project managers to implement gender policies comprehensively at the management level for community transformation.

The study established that women are still underrepresented, and the factors mentioned continuing to be a challenge to increase women involvement at the management level of community projects. The revelation that women are limited in seeking those promotions and that the few who serve at the management level are undermined in their performance, is an urgent issue that needs to be addressed by the government, the community and gender equality stakeholders.

5.4 Recommendations

Based on the above conclusions, the study shall make the following recommendations in concerning policy programs and future research regarding constraints to women involved in senior management levels of county-funded community water projects.

1. The study conclusion is that the community acknowledges that there is need to empower women to serve in management levels of community development projects. Therefore, the County Government and policy makers need to empower and train community project trainers, managers and local leaders on how to engage women fully in community project work and service at the management level.
2. The county government need to provide the right skills, empowerment, and experience to grass-root community women who are willing to fully be involved in community projects. Further, community development management leaders ought to emerge from within the community through men and women who are actively involved in the projects and programs.
3. In addition, the government should network and partner with grass-root community organizing expertise to not only develop their community with knowledge, skills, and experience necessary for project management but also gain wisdom and experience from these non-profits.

4. The county government ought to organize workshops for the grass-root community. Further, the donor and stakeholders from the central and county governments need to monitor and evaluate employment policies and their implementations to identify challenges faced by the project directors and seek to address them promptly.
5. Further, the government should seek to emphasize on bottom-up involvement approaches for sustainable development in water projects.
6. The government ought to create awareness, embark on water education, training, and capacity building to grass-root community and water management boards.
7. Grass-root communities need to be sensitized by the government on the strategies for maximum utilization of the available opportunities for rural water management.
8. Community development project county directors need to ensure that women are involved in the project research, prioritization, planning, implementation as well as monitoring and evaluation processes. As a result, women shall gain all kinds of project skills, knowledge and experiences that are crucial in leadership and management performance of community projects.
9. Also, there is a need to campaign for more grass-root women to access adult education and professional training to build their capacity to participate actively in the management of water projects.
10. Gender mainstreaming should be prioritized by the government in the intervention strategies designed by all the community water stakeholders, through clear procedures and policies and gender-sensitized personnel who will create awareness of gender equity in all the processes.
11. Gender experts incorporated in each aspect of the water projects to enhance gender-responsive objectives and gender responsive implementation results. There is need to acknowledge the importance of the role played by women in the provision, management, and preservation of water. Any gender-sensitive approach to water project management will seek to achieve equality between women and men in access to resources, benefits, power, information, decision-making, manual work, among others. Such a system is achievable when the different interests of men and women are taken into consideration

5.5 Recommendations for Further Research

The researcher recommends that future studies should focus on constraints to women involved in senior management levels of county-funded community water projects in other counties in Kenya.

Further, research can also be expanded to other sectors like road projects and women empowerment projects. Comparative studies can be undertaken on the impact of women involvement in community projects with those community projects without women participation can also be embarked on. This will establish crucial variance that can promote worthwhile arguments on the need to involve women in grass-root community projects.

In addition, there is need for a detailed research on community projects' policies and their implementation that promote women full participation for instance childcare facility policies, maternity and paternity leave policies, flexible schedules and the implementation of sex discrimination laws and policies.

Another area where there is limited research is in sexual harassment or favours for promotion are practiced within the organisation. Further, offensive comments about an individual's sex, victimization or sex discrimination could be of play in this context. Such sexual moves lower women motivation to seek for water management positions. Also, it limits women's inclusion in management positions as many women in those positions become vulnerable.

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APPENDICES

Appendix I: Letter of Transmittal

ELIZABETH K. TIMOTHY,
P.O. BOX 70,
KIJABE.
08/04/ 2020.

TO: DIRECTOR,
DEPARTMENT OF WATER AND SANITATION,
MAKUENI COUNTY,
P.O. BOX 78, 90300,
MAKUENI.

Dear Sir/Madam,

REF: REQUEST FOR RESEARCH DATA COLLECTION

With great respect and honour sir, l kindly request for data collection to Makueni County funded water management board member in 8 water projects. I am a student at St Paul's university Nakuru campus pursuing Master of Arts in Development studies with a major in community development. I have successfully completed my course work and written my dissertation proposal. I am required to collect data to fulfil my dissertation requirements as part of my assessment. My proposal is entitled: *Constraints of women involvement in management level of county funded grass-root community water projects in Makueni County, Kenya.*

I designed a questionnaire to help collect data. I am kindly requesting for permission to collect data in your county in the water projects l have randomly selected. My focus is on grass-root community water project management boards of each project. I assure you that all information gathered will be used for academic purposes and shall be held as confidential. Any findings and recommendation shall be made available to you upon request. Further, l assure you of my assistance and cooperation whenever need be.

Sincerely,

Elizabeth K Timothy

Appendix II: Research Permit

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: **563113**

Date of Issue: **09/April/2020**

RESEARCH LICENSE



This is to Certify that Miss.. Elizabeth Kathini Timothy of St. Paul's University, has been licensed to conduct research in Makueni on the topic: CONSTRAINTS OF WOMEN INVOLVEMENT IN COUNTY FUNDED WATER PROJECTS IN MAKUENI COUTY KENYA for the period ending : 09/April/2021.

License No: **NACOSTI/P/20/5133**

563113

Applicant Identification Number

Director General
NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Verification QR Code

NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.

Appendix III: Research Questionnaire

Dear Sir/Madam,

My name is Elizabeth K Timothy. I am a Master of Arts in Development studies- Community Development Major at St Pauls University Nakuru Campus. I am kindly requesting you to providing the information asked in this questionnaire schedule for my dissertation. The information provided shall be kept confidential and shall be used for academic purposes only. Your support in this way will be highly appreciated. Kindly read the introduction details provided below.

Faithful student

Elizabeth K. Timothy

INTRODUCTION

a. The Questionnaire is meant for academic research purposes and shall not be used for any other purposes whatsoever
b. Do not write your name or contacts on the questionnaire
c. Tick the appropriate answer and in a case where comments are needed respond accordingly
d. In case of difficulty kindly as for assistance
e. There should be no victimization of whatever kind based on the answers provided and any persons using the responses to judge.

SECTION A DEMOGRAPHIC DATA

1. What is your gender?
   a. Male .....[]
   b. Female .....[]
2. Are you a member of the project management board?
   a. Yes .....[]
   b. No .....[]
3. What is your marriage status?
   a. Married .....[]

b. Single .....[]

4. What is your highest Level of Education?
   a. Primary Level .....[]
   b. Secondary Level .....[]
   c. College/University Level .....[]
5. What is your role in the management of community projects? (tick all that apply)
   a. Manager .....[]
   b. Assistant Manager .....[]
   c. Secretary .....[]
   d. Treasurer .....[]
   e. Board Member .....[]
   f. Human resource .....[]
   g. None of the Above ..... []

SECTION B: CONSTRAINTS INFLUENCING WOMEN INVOLVEMENT IN MANAGEMENT LEVELS OF COUNTY FUNDED COMMUNITY WATER PROJECTS IN MAKUENI COUNTY

CULTURAL CONSTRAINTS

1) To what extent do the following aspects of cultural constraints influence women's involvement in the management of county-funded community water projects?

	Very great extent	Great extent	Moderate extent	Low extent	Very low extent
Sex Discrimination					
Gender Stereotypes					
Implicit Bias					
Mobility Restrictions					

In your position, as you serve in the community project, what challenges do you face?

a. Men controlling meetings to the end
b. Men not taking any of the women suggestions
c. Women not contributing ideas in the meetings
d. Women fearing to contribute
e. Women being denied the opportunity to attend meetings by their spouses

f. Women lack support/ mentorship from colleagues serving with them

SOCIAL CONSTRAINTS

To what extent do the following aspects of social constraints influence women's involvement in the management of county-funded community water projects?

	Very great extent	Great extent	Moderate extent	Low extent	Very low extent
Education Levels					
Skill Development					
In-Service Empowerment					
Leadership Experience					

TOP-DOWN ORGANIZATIONAL STRUCTURE CONSTRAINTS

To what extent do the following aspects of top-down organizational structure constraint influence women's involvement in the management of county-funded community water projects?

	Very great extent	Great extent	Moderate extent	Low extent	Very low extent
Employment Policies					
Employment Procedures					
Monitoring and Evaluation					
Male Domineering Attitudes					

What factors affect women from being involved in the management level of community projects?

a. Children Responsibilities.....[ ]
b. Verbal or physical sexual harassment in exchange with management positions.....[ ]
c. Employers prefer men over women in those positions.....[ ]
d. Low level in education.....[ ]
e. Women believe that Those positions belong to Men.....[ ]
f. Men dominance in Meetings.....[ ]
g. Harsh Judgements when women perform or underperform .....[ ]

h. Lack of skills and experience.....[ ]

i. Employment policies and procedures favor men.....[ ]

WOMEN INVOLVEMENT IN MANAGEMENT OF COUNTY FUNDED COMMUNITY WATER PROJECTS

2) What is the trend in the following aspects of Women's involvement in the Management of county-funded community water projects?

	Greatly decreased	**Decreased**	**Constant**	**Improved**	**Greatly Improved**
Women representation in top management					
Qualified men and women at the management level					
Effective implementation of gender policies on time					

Identify Strategies which can help increase women representation in management levels of this community Projects

a. Policies that promote the availability of cheap childcare programs .....[]

b. Flexible work schedules- being able to work part time .....[]

c. In-service project leadership and management training .....[]

d. Equitable employment policies that accommodate women.....[]

e. Men champion women involvement campaigns.....[]

f. Men support women ideas and performance in meetings.....[]

g. Equal employment and equal pay .....[]

h. Disciplinary actions on sexual acts for promotions .....[]

Any other strategy? Kindly explain here

Appendix IV: List of Water Projects

1. Construction of Mukuyuni Earth Dam
2. Malaa earth dam
3. Kikonde earth dam
4. Nthengo Earth Dam
5. ALGON water project
6. Kwa makio dam
7. Construction of Mukwimani Earth dam
8. Civil works (stalled water projects)
9. Makindu water project
10. Construction of Kwa Musyoki Earth Dam
11. Construction of the sand dam
12. Extension of Water pipeline from Mbilika to matiku
13. Construction of Kwa Mutiku earth dam
14. Distribution of Kithina borehole
15. Drilling & distribution of Kasalama borehole
16. Distribution of Kikumini Borehole
17. Rehabilitation of West ngosini Borehole
18. Drilling and distribution of Kyale Kamwanyani Borehole
19. Rehabilitation of Kinze Earth dam
20. Rehabilitation of Ngunini water project
21. Extension of Mwenyeani water project
22. Drilling / Distribution of Kisingo borehole
23. Distribution of Ngomano borehole
24. Drilling of Miamba Miumo borehole
25. Drilling of Kathiiani Borehole
26. Drilling of Masaku dogo borehole
27. Construction of Nguthunu earth dam/Matulani borehole
28. Distribution of Mutyambua /Kyumbuni borehole to mutanyambua market
29. Roof catchment of Mithumoni primary and Ndulu primary
30. Drilling of Matondoni - Kyuu borehole
31. Rehabilitation of Mulima earth dam
32. Construction of Ngyau earth dam
33. Drilling of Kyumu borehole
34. Construction of kithathaini earth dam
35. Mbuvo Nzau Borehole
36. Kaia Borehole